

Grantee Name: Carson City School District

Participating Students

Grantee Name: Carson City School District

Table (A)(2): Approach to Implementation

			School Demographics								
			Raw Data						Percentages		
			Actual numbers or estimates								
			A	B	C	D	E	F	G	H	I
LEA <i>(Column relevant for consortium applicants)</i>	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)* 100	% of Participating students from low-income families (D/B)* 100	% of Total LEA or consortium low-income population (D/E)* 100
Carson City School District	Carson High School	9-12	98	2141	2141	964	964	2141	100%	45.03%	100%
Carson City School District	Pioneer High School	9-12	15	176	176	86	176	176	100%	48.86%	100%
Carson City School District	Carson Middle School	6-8	89	1,172	1,172	574	574	1,172	100%	48.98%	100%
Carson City School District	Eagle Valley Middle School	6-8	46	620	620	326	326	620	100%	52.58%	100%
TOTAL		6-12	248	4,109	4,109	1,950	2,040	4,109	100%	47.46%	100%

**Grantee Name: Carson City School District**

**Student Outcome Performance Measures**

**Table (A)(4): LEA-wide goals for improved student outcomes**

**(A)(4)(a) Performance on summative assessments (proficiency status and growth)**

**Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):**

- The Nevada Criterion Reference Test (CRT/HSPE): Summative assessment CRT/HSPE Reading and Math (ESEA) (Status)

**Methodology for determining status (e.g., percent proficient and above):**

- The Nevada Criterion Reference Test (CRT/HSPE): The Nevada CRT/HSPE exam will be used to measure status (ESEA). The district will report the number and percentage of students who have met adequate yearly progress. (CRT - Grades 3-8 and HSPE Grades 11) in the content areas of reading and mathematics.
- High School Graduation Rates (HSGR): Adjusted Cohort Graduation Rate (ACGR) that has been set by Nevada Department of Education.

**Decreasing Achievement Gaps (as defined in this notice)**

Reducing the Gap: The district will be addressing the achievement gap utilizing CRT/HSPE exams. The

CRT/HSPE GAP: The target in this area is to reduce the gap between the percent of proficient students in ELA and Math in the American Indian/Alaskan Native, Asian, Hispanic, Black / African American, Caucasian, Two or more Races, Pacific Islander, IEP, LEP, and FRL subgroups. This district selected the Caucasian subgroup as the target sup-group for setting gap reduction measures since it is the highest performing group with that holds an adequate "N" number for all grade levels and assessment types used in this scope of work. .

Carson City School District Status Elementary School Results (A)(4)							
Summative Assessments being used: Nevada State Criterion Reference Exam							
Methodology for determining status: Proficient and above							
Methodology for determining growth: NA							
Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ESEA Target		65.83	68.92	72.02	75.11	78.21	81.30
ELA Nevada Criterion Reference Test (CRT) % of proficient and above students Grades 3-5	District - Overall	70.56	71.00	72.02	75.11	78.21	81.30
	American Indian / Alaskan Native	72.97	74.00	75.00	75.11	78.21	81.30
	Asian	86.67	87.00	88.00	89.00	90.00	91.00
	Hispanic / Latino	58.43	68.92	72.02	75.11	78.21	81.30
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	79.93	80.00	81.00	82.00	83.00	84.00
	Two or more Races	76.36	77.00	78.00	79.00	80.00	81.30
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	80.00	81.00	82.00	83.00	84.00	85.00
	IEP	46.59	68.92	72.02	75.11	78.21	81.30
	LEP	56.21	68.92	72.02	75.11	78.21	81.30
	FRL	61.48	68.92	72.02	75.11	78.21	81.30
Carson City School District Elementary School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 10-11 data and will update the table once 12-13 data becomes available.							

Carson City School District Status Elementary School Results (A)(4)							
Summative Assessments being used: Nevada State Criterion Reference Exam							
Methodology for determining status: Proficient and above							
Methodology for determining growth: NA							
Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ESEA Target		73.56	76.56	79.55	82.54	85.54	88.53
<b>Mathematics</b> Nevada Criterion Reference Test (CRT) % of proficient and above students Grades 3-5	District	77.08	78.00	79.55	82.54	85.54	88.53
	American Indian / Alaskan Native	75.68	76.56	79.55	82.54	85.54	88.53
	Asian	100.00	100.00	100.00	100.00	100.00	100.00
	Hispanic / Latino	68.49	76.56	79.55	82.54	85.54	88.53
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	83.17	84.00	85.00	86.00	87.00	88.53
	Two or more Races	80.00	81.00	82.00	82.54	85.54	88.53
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	100.00	100.00	100.00	100.00	100.00	100.00
	IEP	63.45	76.56	79.55	82.54	85.54	88.53
	LEP	68.64	76.56	79.55	82.54	85.54	88.53
	FRL	70.53	76.56	79.55	82.54	85.54	88.53
	Carson City School District Elementary School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 10-11 data and will update the table once 12-13 data becomes available.						

Carson City School District Status Middle School Results (A)(4)							
Summative Assessments being used: Nevada State Criterion Reference Exam							
Methodology for determining status: Proficient and above							
Methodology for determining growth: NA							
Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ESEA Target		56.43	59.19	61.96	64.73	67.49	70.26
ELA Nevada Criterion Reference Test (CRT) % of proficient and above students Grades 6-8	District	60.21	61.00	61.96	64.73	67.49	70.26
	American Indian / Alaskan Native	52.94	59.19	61.96	64.73	67.49	70.26
	Asian	91.43	92.00	93.00	94.00	95.00	96.00
	Hispanic / Latino	47.39	59.19	61.96	64.73	67.49	70.26
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	69.53	70.00	71.00	72.00	73.00	74.00
	Two or more Races	57.41	59.19	61.96	64.73	67.49	70.26
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	89.47	90.00	91.00	92.00	93.00	94.00
	IEP	24.46	59.19	61.96	64.73	67.49	70.26
	LEP	41.08	59.19	61.96	64.73	67.49	70.26
	FRL	47.78	59.19	61.96	64.73	67.49	70.26
Carson City School District Middle School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 10-11 data and will update the table once 12-13 data becomes available.							

Carson City School District Status Middle School Results (A)(4)							
Summative Assessments being used: Nevada State Criterion Reference Exam							
Methodology for determining status: Proficient and above							
Methodology for determining growth: NA							
Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ESEA Target		69.98	72.61	75.24	77.87	80.5	83.13
<b>Mathematics</b> Nevada Criterion Reference Test (CRT) % of proficient students and above Grades 6-8	District	81.12	82.00	83.00	84.00	85.00	86.00
	American Indian / Alaskan Native	70.59	72.61	75.24	77.87	80.50	83.13
	Asian	97.14	98.00	99.00	100.00	100.00	100.00
	Hispanic / Latino	76.45	77.00	78.00	79.00	80.50	83.13
	Black / African American	N < 10	N <10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	85.11	86.00	87.00	88.00	89.00	90.00
	Two or more Races	77.78	78.00	79.00	80.00	81.00	83.13
	Pacific Islander	N < 10	N <10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	94.74	95.00	96.00	97.00	98.00	99.00
	IEP	52.17	72.61	75.24	77.87	80.50	83.13
	LEP	73.95	74.00	75.24	77.87	80.50	83.13
	FRL	75.70	76.00	77.00	77.87	80.50	83.13
Carson City School District Middle School Status Table: Each number presented above represents the percent of proficient students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 10-11 data and will update the table once 12-13 data becomes available.							

Carson City School District Status High School Grades 9-12							
Summative Assessments being used: Nevada State High School Proficiency Exam							
Methodology for determining status: Proficient and above							
Methodology for determining growth: NA							
Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ESEA Target		76.92	81.42	85.92	90.42	94.92	99.42
Nevada High School Proficiency Exam(HSPE) % Proficient and above <b>English Language Arts (ELA)</b>  Grade 11	District	82.83	83.00	85.92	90.42	94.92	99.42
	American Indian / Alaskan Native	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Hispanic / Latino	69.81	81.42	85.92	90.42	94.92	99.42
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	90.07	91.00	92.00	93.00	94.92	99.42
	Two or more Races	92.59	93.00	94.00	95.00	96.00	99.42
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	IEP	35.19	81.42	85.92	90.42	94.92	99.42
	LEP	65.29	81.42	85.92	90.42	94.92	99.42
	FRL	69.82	81.42	85.92	90.42	94.92	99.42
Carson City School District High School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standard: Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 10-11 data and will update the table once 12-13 data becomes available.							

Carson City School District Status High School Grades 9-12							
Summative Assessments being used: Nevada State High School Proficiency Exam							
Methodology for determining status: Proficient and above							
Methodology for determining growth: NA							
Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ESEA Target		81.51	85.04	88.58	92.17	95.65	99.19
<b>Mathematics</b> Nevada High School Proficiency Exam(HSPE) % Proficient and above Grade 11	District	87.03	88.00	88.58	92.17	95.65	99.19
	American Indian / Alaskan Native	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Hispanic / Latino	78.62	85.04	88.58	92.17	95.65	99.19
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	91.06	92.00	93.00	94.00	95.65	99.19
	Two or more Races	92.59	93.00	94.00	95.00	95.65	99.19
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	IEP	48.15	85.04	88.58	92.17	95.65	99.19
	LEP	76.03	85.04	88.58	92.17	95.65	99.19
	FRL	78.70	85.04	88.58	92.17	95.65	99.19
Carson City School District High School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 10-11 data and will update the table once 12-13 data becomes available.							

Carson City School District Elementary School Gap Reduction Targets							
Specific methodology for determining achievement gap (as defined in this notice):The district selected the highest performing subgroup from within the district with a minimum population of 10.							
Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	<b>Target: Asian</b>	86.67	87.00	88.00	89.00	90.00	91.00
	American Indian / Alaskan Native	-13.69	-10.95	-8.22	-5.48	-2.74	0.00



ELA Nevada Criterion Reference Test (CRT) Elementary Grades 3-5	Asian	0.00	0.00	0.00	0.00	0.00	0.00
	Hispanic / Latino	-28.23	-22.59	-16.94	-11.29	-5.65	0.00
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	-6.74	-5.39	-4.04	-2.70	-1.35	0.00
	Two or more Races	-10.30	-8.24	-6.18	-4.12	-2.06	0.00
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	-6.67	-5.33	-4.00	-2.67	-1.33	0.00

	IEP	-40.08	-32.06	-24.05	-16.03	-8.02	0.00
	LEP	-30.45	-24.36	-18.27	-12.18	-6.09	0.00
	FRL	-25.18	-20.15	-15.11	-10.07	-5.04	0.00

**Carson City School District Elementary School Gap Reduction Targets**

**Specific methodology for determining achievement gap (as defined in this notice):**The district selected the highest performing subgroup from within the district with a minimum population of 10.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Math Nevada Criterion Reference Test (CRT) Elementary Grade 3-5	Target: Asian	100.00	100.00	100.00	100.00	100.00	100.00
	American Indian / Alaskan Native	-24.32	-19.46	-14.59	-9.73	-4.86	0.00
	Asian	0.00	0.00	0.00	0.00	0.00	0.00
	Hispanic / Latino	-31.51	-25.21	-18.91	-12.60	-6.30	0.00
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	-16.83	-13.47	-10.10	-6.73	-3.37	0.00
	Two or more Races	-20.00	-16.00	-12.00	-8.00	-4.00	0.00
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	0.00	0.00	0.00	0.00	0.00	0.00

	IEP	-36.55	-29.24	-21.93	-14.62	-7.31	0.00
	LEP	-31.36	-25.09	-18.82	-12.54	-6.27	0.00
	FRL	-29.47	-23.58	-17.68	-11.79	-5.89	0.00

**Carson City School District Middle School Gap Reduction Targets**

**Specific methodology for determining achievement gap (as defined in this notice):**The district selected the highest performing subgroup from within the district with a minimum population of 10.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ELA Nevada Criterion Reference Test (CRT) Middle School Grade 6-8	Target: Asian	91.43	92.00	93.00	94.00	95.00	96.00
	American Indian / Alaskan Native	-38.49	-30.79	-23.09	-15.39	-7.70	0.00
	Asian	0.00	0.00	0.00	0.00	0.00	0.00
	Hispanic / Latino	-44.04	-35.23	-26.42	-17.61	-8.81	0.00
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	-21.90	-17.52	-13.14	-8.76	-4.38	0.00
	Two or more Races	-34.02	-27.22	-20.41	-13.61	-6.80	0.00
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	-1.95	-1.56	-1.17	-0.78	-0.39	0.00

	IEP	-66.97	-53.58	-40.18	-26.79	-13.39	0.00
	LEP	-50.35	-40.28	-30.21	-20.14	-10.07	0.00
	FRL	-43.65	-34.92	-26.19	-17.46	-8.73	0.00

**Carson City School District Middle School Gap Reduction Targets**

**Specific methodology for determining achievement gap (as defined in this notice):** The district selected the highest performing subgroup from within the district with a minimum population of 10.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Math Nevada Criterion Reference Test (CRT) Middle School Grade 6-8	Target: Asian	97.14	98.00	99.00	100.00	100.00	100.00
	American Indian / Alaskan Native	-26.55	-21.24	-15.93	-10.62	-5.31	0.00
	Asian	0.00	0.00	0.00	0.00	0.00	0.00
	Hispanic / Latino	-20.69	-16.55	-12.41	-8.28	-4.14	0.00
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	-12.03	-9.63	-7.22	-4.81	-2.41	0.00
	Two or more Races	-19.37	-15.49	-11.62	-7.75	-3.87	0.00
	Pacific Islander	N <10	N <10	N <10	N <10	N <10	N <10
	Asian/Pacific Islander	-2.41	-1.92	-1.44	-0.96	-0.48	0.00

	IEP	-44.97	-35.98	-26.98	-17.99	-8.99	0.00
	LEP	-23.20	-18.56	-13.92	-9.28	-4.64	0.00
	FRL	-21.44	-17.15	-12.87	-8.58	-4.29	0.00

**Carson City School District High School Gap Reduction Targets**

**Specific methodology for determining achievement gap (as defined in this notice):** The district selected the highest performing subgroup from within the district with a minimum population of 10.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Reading Nevada Criterion Reference Test HSPE	Target: Two or more Races	92.59	93.00	94.00	95.00	96.00	99.42
	American Indian / Alaskan Native	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Hispanic / Latino	-22.78	-18.23	-13.67	-9.11	-4.56	0.00
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	-2.53	-2.02	-1.52	-1.01	-0.51	0.00
	Two or more Races	0.00	0.00	0.00	0.00	0.00	0.00
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10

	IEP	-57.41	-45.93	-34.44	-22.96	-11.48	0.00
		-27.30	-21.84	-16.38	-10.92	-5.46	0.00
	LEP						
	FRL	-22.77	-18.22	-13.66	-9.11	-4.55	0.00

**Carson City School District High School Gap Reduction Targets**

**Specific methodology for determining achievement gap (as defined in this notice):** The district selected the highest performing subgroup from within the district with a minimum population of 10.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Math Nevada Criterion Reference Test HSPE	Target: White /Caucasian	92.59	93.00	94.00	95.00	95.65	99.19
	American Indian / Alaskan Native	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Hispanic / Latino	-13.98	-11.18	-8.39	-5.59	-2.80	0.00
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	-1.53	-1.23	-0.92	-0.61	-0.31	0.00
	Two or more Races	0.00	0.00	0.00	0.00	0.00	0.00
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10

	IEP	-44.44	-35.56	-26.67	-17.78	-8.89	0.00
	LEP	-16.56	-13.25	-9.94	-6.62	-3.31	0.00
	FRL	-13.89	-11.12	-8.34	-5.56	-2.78	0.00

**(A)(4)(c) Graduation rates (as defined in this notice): Combination graduation rates Carson High School and Pioneer High School**

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<b>ESEA Target</b>							
High school graduation rate	District	81.0%	85.0%	86.0%	87.0%	88.0%	89.0%
	American Indian / Alaskan Native	50.0%	85.0%	85.0%	85.0%	85.0%	85.0%
	Asian	84.6%	87.0%	88.0%	89.0%	90.0%	91.0%
	Hispanic / Latino	72.3%	85.0%	85.0%	85.0%	85.0%	85.0%
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	85.9%	87.0%	88.0%	89.0%	90.0%	91.0%
	Two or more Races	85.7%	87.0%	88.0%	89.0%	90.0%	91.0%
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	IEP	42.2%	85.0%	85.0%	85.0%	85.0%	85.0%

LEP	51.6%	85.0%	85.0%	85.0%	85.0%	85.0%
FRL	65.3%	85.0%	85.0%	85.0%	85.0%	85.0%

The table above is developed through a combined graduation rate between Pioneer High School and Carson High School

**(A)(4)(d) College enrollment (as defined in this notice) rates: Carson High School and Pioneer High School Combined**

- o College Enrollment for Carson City School District: Data represents number and percentage of students enrolled in Nevada Community College/University System.

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate Number and percent of students enrolled	OVERALL	41%	41%	46%	51%	56%	61%
	Alaskan/Native American	41%	41%	46%	51%	56%	61%
	Asian	41%	41%	46%	51%	56%	61%
	Pacific Islander	41%	41%	46%	51%	56%	61%
	Hispanic	41%	41%	46%	51%	56%	61%
	African American	41%	41%	46%	51%	56%	61%
	Caucasian	41%	41%	46%	51%	56%	61%
	Two or more races	41%	41%	46%	51%	56%	61%
	Pacific Islander	41%	41%	46%	51%	56%	61%



	Asian/Pacific Islander	41%	41%	46%	51%	56%	61%
	IEP	41%	41%	46%	51%	56%	61%
	LEP	41%	41%	46%	51%	56%	61%
	FRL	41%	41%	46%	51%	56%	61%
Carson City School District post-secondary enrollment rate: Two hundred and four students were enrolled in the Nevada post-secondary system. Slightly more than fifty percent of these students required remediation in one or more classes. (Current data for 2012 and 2013 is not yet available as of 4.24.13)							

Project #1 Carson High School - Learner Centered Campus									
<b>Project Goals/Desired Outcomes:</b> 1. <b>Standards:</b> Adopting standards and assessments that prepare students to succeed in college and the work place so that they are prepared to compete in a global economy; 2. <b>Data Systems:</b> Employ a data subsystem to measure student growth and success, and inform teachers and principals with data about how they can improve instruction; 3. <b>Strong teachers and administrators:</b> Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. 4. <b>School Improvement:</b> Turning around the lowest achieving schools.									
Narrative: This project is based on a full system redesign and program implementation addressing curriculum, assessment, instruction, and organizational development (leadership). Organizational development includes system improvements in Central Office Leadership, Establish Transformation Office and fully staff that office, Implementation Specialists services, site administrator skills and practices, teacher leader development including department chairs and other site educators, mastery student data system, individualized student portfolios, family and community engagement; this project will review current practices and then will revise and improve those practices.									
Key Performance Measures: Staffing: Implementation specialists hired and trained to begin work with transformation office to facilitate development of the project. Standards: Redesign curriculum in all courses to align with common core standards, the process will include setting the learning targets for all courses taught grades 9-12. Horizontal and vertical alignment to match college and career expectations. Assessment: Common unit and semester assessments will be designed, developed, and aligned with learning targets established within the curriculum. Data Systems: Mastery data system will be designed or purchased to measure mastery of each standard or identified skill. Individualized student portfolios that provides an academic and career pathway as well as connect the student data mastery information to each student. Data system will be used by all stakeholders to define success within the system. Instruction will be based on mastery, data collected within the data system will be used to verify that every student meets mastery in all courses and in all grade levels. Parents will have access to the student e-portfolio and all the components. Strong Teachers and Administrators: Teacher and administrator practices change from delivery-centered to learner-centered practices. Training will be provided to help these site leaders reflect about current and future practices so that they can effectively work in a Learner-Centered System. Work in Professional Learning communities will shift to focus on students meeting mastery targets. This professional conversation will center on students meeting learning targets and the use of data to verify success or a catalyst for future interventions and program improvement. Finally a program evaluation will be developed to verify the successful development and implementation of each component of this model.									
Cross-reference to other projects: Each of the four projects are connected to the development of the four components of the Learner-Centered Model. Carson High School and Pioneer High school are the least developed of the projects and will require significant effort to move this component of the project forward.									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District including Carson High School Year		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at the High School Campus.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7  CHS B6-B7
1.1.2.	Activity: Full staff introduction and recruit staff members to apply for implementation specialists positions	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to full staff at campus faculty meeting	All Projects	DW B6-B7  CHS B6-B7
1.1.3.	Activity: Meet with Individual Departments and review the RTT-D plan, also recruit staff members to serve in Implementation Specialists roles	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	1.20.13	2.20.13	Completed 2.15.13	On Track	Met with each department and introduced the RTT-D project.	All Projects	DW B6-B7  CHS B6-B7
1.1.0.	<b>Activity: Year (1) - (1.1.0.) Informational Meetings Continued.</b>		1.1.13	6.30.13					
	<b>Milestone: Year (1) - (1.1.0.) Information Meetings Deliverable and Milestone</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Meet with all district staff members in order to introduce RTT-D requirements and impact on each campus. This will allow the district to recruit staff members to serve in newly created RTT-D positions	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	2.20.13	2.20.13	Completed 2.20.13	On Track	Completed Roll Out Meetings with staff	All Projects	
1.1.0.	<b>Activity: Year (2) - (1.1.0.) Informational Meetings</b>	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	7.1.13	6.30.14					
1.1.0.	<b>Activity: Year (3) - (1.1.0.) Informational Meetings</b>	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	7.1.14	6.30.15					
1.1.0.	<b>Activity: Year (4) - (1.1.0.) Informational Meetings</b>	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	7.1.15	6.30.16					
1.1.0.	<b>Activity: 2016 - (Continued) Informational Meetings</b>	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	7.1.16	12.30.16					
1.2.0.	<b>Activity: Year (1) - (1.2.0.) Project Staffing</b>	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	1.1.13	6.30.13					
1.2.1.	Task: Hire Transformation Office Director	<i>Stokes, Keema, Delfin,</i>	12.20.12	1.3.13	Completed 1.03.13	On Track	District Hired Dr. Steven Pradere to serve as the Transformation office Director	District Office Project - This activity is identified and funded at the District Office Level	District B6-B7
1.2.2.	Task: Hire Implementation Specialists (IS) (4) (3) Teachers on Special Assignment (TOSA) (1) Administrator on Special Assignment (AOSA)	<i>Pradere, Keema, Delfin, Medina</i>	2.15.13	3.27.13	Completed 3.27.13	On Track	(4) Candidates selected and began service 3.27.13. 1. Jennifer (Mena) Dedmon (TOSA) 2. Sarah Lobsinger (TOSA) 3. Cheryl Macy (TOSA) 4. Michele Lewis (AOSA)	Staff will work primarily on CHS project but will also support system improvement on each of the remaining campuses	CHS B6-B7
1.2.2.	Task: Hire implementation specialist (1) (Career and technical education focus) (TOSA)	<i>Pradere, Keema, Delfin, Medina</i>	2.15.13	3.27.13	Completed 3.27.13	On Track	(1) Candidate selected and began service 3.27.13. Ben Contine		CHS B6-B7
1.2.2.	Task: Hire implementation specialists (1) (TOSA)	<i>Pradere, Keema, Delfin, Medina</i>	2.15.13	4.23.13	Completed 3.27.13	On Track	(1) Candidates selected 4.23.13 Allen Gosselin (Hired from outside the district will be paid partial salary stipend until May 31, 2013 and will be connected to full salary as of June 1, 2013.)	Staff will work primarily on CHS project but will also support system improvement on each campus	CHS B6-B7
1.2.0.	<b>Activity: Year (1) - (1.2.0.) (Continued) Project Staffing</b>		1.1.13	6.30.13					
1.2.3.	Task: Hire administrative assistants (1)	<i>Pradere</i>	3.15.13	6.15.13	Completed 3.27.13	On Track	Candidate selected: Page Ellis and will begin service 4.29.13. Office located at Carson High School this person will support the development of school to career opportunities for students as well as data collection and reporting related to the grant.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.2.3.	Task: Hire administrative assistant (2)	<i>Pradere</i>	6.1.13	7.1.13	In progress	On Track	Services same as above cell. The district will place two of these positions in June 2013 when a work station is available.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.4.	Task: Hire the additional counselor (1)	<i>Pradere - Beck</i>	3.15.13	4.24.13	Completed 3.27.13	On Track	Candidate selected: Tim McCarthy service began 4.24.13. This hiring of the 6th counselor will verify that there will be at least one counselor on the campus to address each of the six career pathways		CHS B6-B7
1.2.5.	Activity: Assign service parameters for each IS candidate	<i>Pradere</i>	3.15.13	4.30.13	Completed 3.27.13	On Track	Aligning services to departments and project pillars including program evaluation		CHS B6-B7
1.2.6.	Activity: Department chair interviews - hire replacements or rehire existing department chair candidates for Carson High School - Candidates must move through a performance interview.	<i>Beck</i>	4.1.13	6.01.13	In progress	On Track	Rewrite department chair descriptions, interview and hire department chairs with expectations that align with RTT-D grant		CHS B6-B7
1.2.0.	<b>Activity: Year (2) - (1.2.0.) Project Staffing</b>		7.1.13	6.30.15					
1.2.7.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Beck</i>	8.1.13	6.30.14	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CHS C6-C7
1.2.0.	<b>Activity: Year (3) - (1.2.0.) Project Staffing</b>		7.1.14	6.30.15					
1.2.8.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Beck</i>	8.1.14	6.1.15	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CHS D6-D7
1.2.0.	<b>Activity: Year (4) - (1.2.0.) Project Staffing</b>		7.1.15	6.30.16					
1.2.9.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Beck</i>	8.1.15	6.1.16	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CHS E6-E7
1.2.0.	<b>Activity: 2016 (Continued) - (1.2.0.) Project Staffing</b>		7.1.15	12.30.16					
1.2.10.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Beck</i>	8.1.16	12.31.16	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CHS E6-E7
1.3.0.	<b>Activity: Year (1) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		1.1.13	7.1.13					
1.3.1.	Activity: Introductory Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction 2. Organizational Development 3. Cognitive Coaching 4. Professional Learning Communities 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere-Pryor-Ward-Medina</i>	4.23.13	6.30.13	In progress	On Track	Intense training will take place 4.23.13 to 6.7.13 and then will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CHS B6-B7 DW B6-B7 B8 B10
1.3.0.	<b>Activity: Year (2) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.13	6.30.14					
1.3.2.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction 2. Organizational Development 3. Cognitive Coaching 4. Professional Learning Communities 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.1.13	6.30.14	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CHS C6-C7 DW C6-C7 C8 C10
1.3.0.	<b>Activity: Year (3) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.14	6.30.15					

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1.3.3.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.1.14	6.30.15	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CHS D6-D7 DW D6-D7 D8 D10
1.3.0.	<b>Activity: Year (4) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.15	6.30.16					
1.3.4.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.1.15	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CHS E6-E7 DW E6-E7 E8 E10
1.3.0.	<b>Activity: 2016 (Continued) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>								
1.3.5.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.01.16	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CHS E6-E7 DW E6-E7 E8 E10
1.4.0.	<b>Activity: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.1.	Activity: Develop an organizational reform team made up of Director of Transformation, Associate Superintendent; Director of Accountability; Site administration team including the principal, vice principal, and four deans and the six IS team members assigned to the school site. Team is know as CHS Administrative Team (CHS-A-Team = IS Team)	<i>Pradere-Keema-Medina</i>	2.15.13	6.30.13	In Progress	On Track	Intense training will take place 2.15.13 to 6.30.13 and then will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		DW B6-B7 CHS B6-B7
1.4.2.	Activity: Set weekly meeting times to meet 2-3 hours per week for (CHS-A-Team = IS Team)	<i>Pradere</i>	2.15.13	6.30.13	In progress	On Track	Current time set and team is meeting weekly. Current work is developing organizational structures including PLC times, start and end times, etc.		DW B6-B7 CHS B6-B7
1.4.3	Activity: Develop the organizational structures including schedule, planning times, PLC's etc.	<i>Pradere - Gosselin-Beck</i>	3.15.13	6.30.13	In progress	On Track	Meeting times for leadership teams are easily set. PLC schedules will be set in August once master schedule is finalized		DW B6-B7 CHS B6-B7
1.4.4	Activity: Provide training on utilizing performance interview practices and methods for selecting most qualified and effective teachers.	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Performance interview for teacher or administrator positions requires applicants to demonstrate learner centered practices related to the position that they are applying for.		DW B6-B7 CHS B6-B7
1.4.0.	<b>Activity: Year (1) - (1.4.0.) (Continued) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.5.	Activity: Complete hiring and staff placement for the 2013-2014 school year utilizing the performance interview process.	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Staff hiring and staff placement will be completed for 2013-2014 school year by 8.01.13		DW B6-B7 CHS B6-B7
1.4.0.	<b>Deliverable: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
	<b>Deliverable: Job Description for the new department chair position</b>	<i>Pradere IS Team</i>	5.31.13	5.31.13	In progress	On Track	Department Chair Job Description	All Projects	
	<b>Deliverable: Scoring rubric for performance interviews including new staff and department chair positions</b>	<i>Pradere IS Team</i>	5.31.13	5.31.13	In progress	On Track	Performance interview rubric for Department Chairs and new Instructional Staff Members	All Projects	
1.4.0.	<b>Milestone: Year (1) - (1.4.0.) Professional Development for Site Administrators (Deliverables and Milestones)</b>		1.1.13	6.30.13					
	<b>Milestone: Site staff utilizes performance interview process to complete all hiring including department chair positions as well as new staff coming to the campus. This also includes requests for transfers into new content areas on each campus.</b>	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	2.20.13	2.20.13	Completed 2.20.13	On Track		All Projects	
1.4.0.	<b>Activity: Year (2) - (1.4.0.) Professional development for Site Administrators</b>		7.1.13	6.30.14					

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.4.6.	Activity: A-Team (SST) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW C6-C7
1.4.7.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW C6-C7 CHS C6-C7
1.4.8.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW C6-C7 CHS C6-C7
1.4.9.	Activity: Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas.	<i>Pradere-Pryor- CHS IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW C6-C7 CHS C6-C7
1.4.10.	Activity: Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW C6-C7 CHS C6-C7
1.4.11.	Activity: Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW C6-C7 CHS C6-C7
1.4.12.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		CHS C6-C7
1.4.0.	<b>Deliverable: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> Assessment documents available for site leaders to support student mastery in new curriculum	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Deliverable:</b> Classroom observation utilizing the T4S Observation Model, and data gathered to verify quality implementation	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Milestone: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Milestone:</b> Curriculum finalized for all content and all grade levels. Documents and data available for administrators to support student mastery in the area of curriculum.	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (3) - (1.4.0.) Professional development for Site Administrators</b>		7.1.14	6.30.14					
1.4.13.	Activity: A-Team (SST) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.14	6.30.15	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW D6-D7
1.4.14.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.14	6.30.15	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW D6-D7 CHS D6-D7
1.4.15.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.14	6.30.15	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW D6-D7 CHS D6-D7
1.4.16.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor- CHS IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW D6-D7 CHS D6-D7
1.4.17.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.14	6.30.15	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW D6-D7 CHS D6-D7
1.4.18.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW D6-D7 CHS D6-D7
1.4.19.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW D6-D7 CHS D6-D7
1.4.0.	<b>Milestone: Year (3) - (1.4.0.) Professional Development for Site Administrators (Milestones)</b>		7.1.14	6.30.14					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. Administrators used data to monitor progress.	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC.	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestones:</b> Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms.	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Data Driven Dialogue central to the use on all PLC's and CHS School Reform Team.	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (4) - (1.4.0) Professional development for Site Administrators</b>		7.1.15	6.30.16					

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.4.20.	Activity: A-Team (SST) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.21.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW E6-E7 CHS E6-E7
1.4.22.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW E6-E7 CHS E6-E7
1.4.23.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor- CHS IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 CHS E6-E7
1.4.24.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 CHS E6-E7
1.4.25.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 CHS E6-E7
1.4.26.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 CHS E6-E7
1.4.0.	<b>Milestones: Year (4) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.15	6.30.16					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestones:</b> Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Data Driven Dialogue central to the use on all PLC's and CHS School Reform Team.(System reviewed and revised as needed)	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.4.0.	<b>Activity: 2016 Continued - (1.4.0) Professional development for Site Administrators</b>								
1.4.27.	Activity: A-Team (SST) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.28.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW E6-E7 CHS E6-E7
1.4.29.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW E6-E7 CHS E6-E7
1.4.30.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor- CHS IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 CHS E6-E7
1.4.31.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 CHS E6-E7
1.4.32.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 CHS E6-E7
1.4.33.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 CHS E6-E7
1.4.0.	<b>Milestone: 2016 cont. (1.4.0.) - Professional Development for Site Administrators</b>		7.1.13	12.31.16					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestones:</b> Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			

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	<b>Milestone:</b> Data Driven Dialogue central to the use on all PLC's and CHS School Reform Team.(System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
1.5.0.	<b>Activity: Year (1) - (1.5.0)</b> <b>Teacher professional development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		1.1.13	6.30.13			Teacher PD portion supported by the University of Nevada.		
1.5.1.	Activity: Professional support for Learner-Centered Practices	<i>CHS-IS Team</i>	6.7.13	6.30.13	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		CHS B6-B7
1.5.2	Activity: Curriculum development	<i>CHS-IS Team</i>	6.7.13	6.1.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order for students to meet performance expectations.		CHS B6-B7
1.5.3.	Activity: Assessment development	<i>CHS-IS Team</i>	6.7.13	6.1.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		CHS B6-B7
1.5.4.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	4.15.13	6.30.13	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		CHS B6-B7 DW B6-B7
1.5.0.	<b>Milestone: Year (1) - (1.5.0.) Teacher Professional Development</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Professional Development will begin for classroom teachers with a focus on curriculum and common assessment development.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	6.30.13	6.30.13	Not Begun	On Track		All Projects	
1.5.0.	<b>Activity: Year (2) - (1.5.0)</b> <b>Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					
1.5.5.	Activity: Develop a schedule that allows all teachers with common classes to have a weekly PLC.	<i>CHS-IS Team</i>	7.1.13	6.30.14	Completed 5.14.13	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		CHS C6-C7
1.5.6.	Activity: Professional support for Learner-Centered Practices	<i>CHS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		CHS C6-C7
1.5.7.	Activity: Curriculum development -	<i>CHS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order to meet performance expectations. (Includes a one year review of curriculum expert from the districts and local University in each content area)		CHS C6-C7
1.5.8.	Activity: Assessment development	<i>CHS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		CHS C6-C7
1.5.9.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.13	6.30.14	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		CHS C6-C7 DW C6-C7
1.5.10.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team	<i>CHS-IS Team CHS Counselors</i>	1.1.14	6.30.14	Not Begun	On Track	Initial training will take place second semester. Staff will learn how to access and support student use of student data and e-portfolio systems		CHS C6-C7
1.5.0.	<b>Activity: Year (2) (Continued) - (1.5.0)</b> <b>Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					



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1.5.11.	Activity: Instructional development	CHS-IS Team	7.1.13	6.30.14	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CHS C6-C7
1.5.12.	Activity: Professional Learning Communities	CHS-IS Team	7.1.13	6.30.14	Not Begun	On Track	PLC's in a Learner Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CHS C6-C7
1.5.0.	<b>Activity: Year (2) (Continued) -(1.5.0) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					
1.5.13.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	CHS-IS Team	7.1.13	6.30.14	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CHS C6-C7
1.5.14.	Activity: Parent and Family Engagement	CHS-IS Team	7.1.13	6.30.14	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CHS C6-C7
1.5.0.	<b>Deliverable: Year (2) (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<b>Milestone:</b> 2. Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 9-12 by June 30, 2013 Documentation will be in place so that all stakeholders can access this information	CHS-IS Team	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Milestone: Year (2) - (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<b>Milestone:</b> Learning Targets set and Curriculum aligned in all grades and all content areas grades 9-12 Documentation will be in place so that all stakeholders can access this information	CHS-IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Curriculum developed, mapped, and paced for all high school courses in all content areas grades 9-12	CHS-IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 9-12	CHS-IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Student Learning Guides developed for every unit and ready to field test in all content areas and all grade levels grades 9-12	CHS-IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Student self assessment tools developed every unit and ready to field test in all content areas and all grade levels grades 9-12	CHS-IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Data from field tested assessments uploaded into student mastery data system.	CHS-IS Team	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Activity: Year (3) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					



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1.5.15.	Activity: Professional support for Learner Centered Practices	<i>CHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning.		CHS D6-D7
1.5.16.	Activity: Curriculum development	<i>CHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit. (This includes a review of curriculum experts from the district and university system in each content area, this review occurs at least one time per year)		CHS D6-D7
1.5.17.	Activity: Assessment development	<i>CHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		CHS D6-D7
1.5.18.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.14	6.30.15	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams etc.)		CHS D6-D7 DW D6-D7
1.5.19.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed. Curriculum Review - A team of school district and University experts will review the curriculum and offer for suggestions for improvement. This review will occur once per year	<i>CHS-IS Team CHS Counselors</i>	7.1.14	6.30.15	Not Begun	On Track	Review and follow up training as needed		CHS D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.20.	Activity: Instructional development	<i>CHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CHS D6-D7

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1.5.21.	Activity: Professional Learning Communities	<i>CHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CHS D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) July 1, 2014 to June 30, 2015 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.22.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>CHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CHS D6-D7
1.5.23.	Activity: Parent and Family Engagement	<i>CHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CHS D6-D7
1.5.0.	<b>Milestone: Year (3) - (1.5.0.) Teacher Professional Development</b>		7.1.14	6.30.15					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
1.5.0.	<b>Activity: Year (4) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.15	6.30.16					
1.5.24.	Activity: Professional support for Learner Centered Practices	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning.		CHS E6-E7

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1.5.25.	Activity: Curriculum development	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit. (This includes a review of curriculum experts from the district and university system in each content area, this review occurs at least one time per year)		CHS E6-E7
1.5.26.	Activity: Assessment development	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		CHS E6-E7
1.5.27.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.15	6.30.16	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		CHS E6-E7 DW E6-E7
1.5.28.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed.	<i>CHS-IS Team CHS Counselors</i>	7.1.15	6.30.16	Not Begun	On Track	Review and follow up training as needed		CHS E6-E7
1.5.0.	<b>Activity: Year (4) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.15	6.30.16					
1.5.29.	Activity: Instructional development	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CHS E6-E7
1.5.30.	Activity: Professional Learning Communities	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CHS E6-E7
1.5.0.	<b>Activity: Year (4) (Continued) - (1.5.0.) July 1, 2015 to June 30, 2016 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.15	6.30.16					
1.5.31.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CHS E6-E7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.5.32.	Activity: Parent and Family Engagement	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CHS E6-E7
1.5.0.	<b>Milestone: Year (4) - (1.5.0.) Teacher Professional Development</b>		7.1.15	6.30.16					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					
1.5.33.	Activity: Professional support for Learner Centered Practices	<i>CHS-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLCs that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning.		CHS E6-E7
1.5.34.	Activity: Curriculum development	<i>CHS-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit. (This includes a review of curriculum experts from the district and university system in each content area, this review occurs at least one time per year)		CHS E6-E7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.5.35.	Activity: Assessment development	<i>CHS-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		CHS E6-E7
1.5.36.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.16.	12.31.16	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		CHS D6-D7 DW D6-D7
1.5.37.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed.	<i>CHS-IS Team CHS Counselors</i>	7.1.16.	12.31.16	Not Begun	On Track	Review and follow up training as needed		CHS D6-D7
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					
1.5.38.	Activity: Instructional development	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CHS E6-E7
1.5.39.	Activity: Professional Learning Communities	<i>CHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CHS E6-E7
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) July 1, 2015 to June 30, 2016 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					
1.5.40.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>CHS-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CHS E6-E7
1.5.41.	Activity: Parent and Family Engagement	<i>CHS-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CHS E6-E7

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1.5.0.	<b>Deliverable: 2016 (Continued) - (1.5.0.) Teacher Professional Development</b>		7.1.16	12.31.16					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	CHS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	CHS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	CHS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	CHS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	CHS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
1.6.0.	<b>Activity: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		1.1.13	6.30.13					
1.6.1.	Activity: Review options for student mastery data systems already on US market place.	Dr. Medina - Ms. Arthur Towns	2.15.13	3.15.13	Complete 3.15.13	On Track	Review Options for Unit Mastery Student Data System.	Connects to all RTT-D Projects	
1.6.2.	Activity: Send out and RFA for student mastery data system	Dr. Medina - Ms. Arthur Towns	3.15.13	4.15.13	Complete 4.15.13	On Track	Ask for formal proposals from vendors	Connects to all RTT-D Projects	
1.6.3.	Activity: After review select top companies and request an RFP for Student Mastery Data System	Dr. Medina - Ms. Arthur Towns	5.15.13	6.15.13	In Progress	On Track	Request a formal proposal from top vendors	Connects to all RTT-D Projects	
1.6.4.	Task: Select and purchase student mastery data system	Dr. Medina - Ms. Arthur Towns	6.15.13	6.30.13	In Progress	On Track	Select Unit Mastery Student Data System	Connects to all RTT-D Projects	DW B11
1.6.5.	Task: Send out and RFA for student e-portfolio system	Dr. Medina - Ms. Arthur Towns	2.15.13	3.1.13	Complete 3.1.13	On Track	Review options for student e-portfolio	Connects to School to Career Component of each RTT-D project	
1.6.6.	Task: After review select top companies and request an RFP for Student E-Portfolio Data System	Dr. Medina - Ms. Arthur Towns	3.15.13	4.1.13	Complete 4.1.13	On Track	Ask for formal vendor proposals	Connects to School to Career Component of each RTT-D project	
1.6.7.	Task: Select and purchase student e-portfolio data system	Dr. Medina - Ms. Arthur Towns	4.1.13	4.30.13	Complete 4.30.13	On Track	Select e-portfolio system in line with RTT-D project requirements	Connects to School to Career Component of each RTT-D project	DW B11
1.6.0.	<b>Deliverable: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		1.1.13	6.30.13					
	<b>Deliverable</b> <i>Student Unit Mastery data is purchased and set up for use by staff.</i>	Dr. Medina - Ms. Arthur Towns	6.30.13	6.30.13	Not Begun	On Track			
1.6.0.	<b>Activity: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
1.6.8.	Activity: <b>(Student Unit Mastery Data System)</b> Provide Training to IS staff to learn to connect student mastery targets to student data system. This is a key component to the Curriculum and Assessment Development related to this project.	Pradere - Gosselin-Beck	7.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CHS C6-C7
1.6.9.	Activity: <b>(Student Unit Mastery Data System)</b> Provide staff development opportunities to teachers in order to align learning targets with student mastery data system	Pradere - Gosselin-Beck	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CHS C6-C7
1.6.10.	Activity: <b>(Student Unit Mastery Data System)</b> Upload learning targets into student mastery data system so that it will be ready for stakeholder use	Pradere - Gosselin-Beck	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CHS C6-C7
1.6.11	Activity: <b>(Student Unit Mastery Data System)</b> Upload Assessment targets in order to align the student data system with unit assessments utilized within the classroom.	Pradere - Gosselin-Beck	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CHS C6-C7
1.6.12.	Activity: <b>(Student Unit Mastery Data System)</b> Teachers will field test post assessments as they are developed and ready for implementation.	IS Team	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.6.0.	<b>Activity: Year (2) - (1.6.0.) (Continued) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					

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1.6.13.	Activity: <b>(Student E-PORTFOLIO)</b> Work with district team to set up e-portfolio project on the campus	<i>Pradere - Medina</i>	8.1.13	6.30.14	Not Begun	On Track	E-portfolio set-up		DW C11- C6-C7 CHS C6-C7
1.6.14.	Activity: <b>(Student E-PORTFOLIO)</b> Begin the process of uploading student examples in the student e-portfolio	<i>Gosselin - Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CHS C6-C7
1.6.15.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student grades to e-portfolio	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CHS C6-C7
1.6.16.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student mastery by unit to e-portfolio	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CHS C6-C7
1.6.17.	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to college entrance progress for each student	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CHS C6-C7
1.6.18.	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to career entrance progress for each student	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CHS C6-C7
1.6.19.	Activity: <b>(Student E-PORTFOLIO)</b> Monitor individual student progress grades and unit mastery progress	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CHS C6-C7
1.6.20.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.21.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress	<i>Counseling Team IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.22.	Activity: <b>(Student E-PORTFOLIO)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.23.	Activity: <b>(Student E-PORTFOLIO)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.0.	<b>Deliverable: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> <i>Purchase software to manage student e-portfolio system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
1.6.0.	<b>Milestone: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>Student Unit Mastery data set up and pilot courses uploading data into the system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	In Progress	On Track			
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (In pilot mode)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
1.6.0.	<b>Activity: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
1.6.24.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 CHS C6-C7
1.6.25.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 CHS C6-C7
1.6.26.	Activity: <b>(Student Unit Mastery Data System)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 CHS C6-C7
1.6.27.	Activity: <b>(Student Unit Mastery Data System)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.28.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress (Includes students new the site including freshman)	<i>IS Team Department Chairs</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.29.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress (Includes students new the site including freshman parents)	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.30.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7



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1.6.31.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan <b>(Individualized Learning Plan)</b>	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.32.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CHS C6-C7
1.6.0.	<b>Milestone: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
	<i>Milestone: Student mastery data system is being used by staff to monitor progress of students along path of mastery in all content and all grade levels</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	11.30.14	11.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Including students in Freshman class)- Process updated on a yearly basis and improvements completed as needed.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Including students in Freshman class)- Process updated on a yearly basis and improvements completed as needed.</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.15	6.30.15	Not Begun	On Track			
1.6.0.	<b>Activity: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
1.6.33.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 CHS E6-E7
1.6.34.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 CHS E6-E7
1.6.35.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 CHS E6-E7
1.6.36.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11- E6-E7 CHS E6-E7
1.6.37.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11- E6-E7 CHS E6-E7
1.6.0.	<b>Milestone: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Refined Use - Updated as needed)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.6.0.	<b>Activity: 2016 Continued (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
1.6.38.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 CHS E6-E7
1.6.39.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 CHS E6-E7



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	<b>Activity: Work related to Student E-Portfolio</b>		7.1.15	6.30.16					
1.6.40.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 CHS E6-E7
1.6.41.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11- E6-E7 CHS E6-E7
1.6.42.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11- E6-E7 CHS E6-E7
1.6.0.	<b>Milestone: 2016 Continued (1.6.0.)</b> <b>Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	12.30.16					
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Refined Use - Updated as needed)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	12.30.16	12.30.16	Not Begun	On Track			
1.7.0.	<b>Activity: Year (1) - (1.7.0)</b> <b>Student individualized Learning Opportunities</b>		1.1.13	6.31.13					
1.7.1.	Activity: <b>(School to Career Pathway)</b> Develop a freshman transition class	<i>Pradere - IS Team</i>	5.1.13	6.30.13	In Progress	On Track	The freshman transition course where students will learn basic performance requirements as well as time to select their career pathway.		CHS C6-C7
1.7.2.	Activity: <b>(School to Career Pathway)</b> Begin the process of developing school to community partners who will work with the district to provide internships for CHS students.	<i>Contine - Michele Lewis</i>	4.23.13	6.30.13	In Progress	On Track	School to community meetings including partnership development activities.		CHS C6-C7 DW C6-C7
1.7.3.	Activity: <b>(School to Career Pathway)</b> Start the process of developing a community partner data base	<i>Contine-Medina</i>	4.23.13	6.30.13	In Progress	On Track			CHS C6-C7
1.7.4.	Activity: <b>(School to Career Pathway)</b> Begin building the infrastructure for Career Pathway - School within a School	<i>Beck - IS Team</i>	5.15.13	6.30.13	In Progress	On Track	Begin building the School within a School Model planning for all students to select a Career Pathway and provide support services related to this		CHS C6-C7 DW C6-C7
1.7.0.	<b>Milestone: Year (1) - (1.7.0.) (Continued)</b> <b>Individualized Student Learning Opportunities</b>		7.1.13	6.30.13					
	<b>Milestone:</b> <i>Freshman transitions class designed and all learning targets, assessments, and required expectations in place. This is the connection point where the high school students move into the school within a school model.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.13	6.30.13	Not Begun	On Track			
1.7.0.	<b>Activity: Year (2) - (1.7.0.)</b> <b>Student individualized Learning Opportunities</b>		7.1.13	6.30.13					

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1.7.5.	Activity: <b>(School to Career Pathway)</b> Finalize freshman transition class	<i>Pradere - IS Team</i>	8.1.13	12.30.13	Not Begun	On Track	The freshman transition course where students will learn basic performance requirements as well as time to select their career pathway.		CHS D6-D7
1.7.6.	Activity: <b>(School to Career Pathway)</b> Freshman students enroll in the freshman transition course.	<i>Pradere - IS Team</i>	8.1.13	12.30.13	Not Begun	On Track	All freshman will enroll in this semester class that will provide a transition experience to induct students into the high school experience		CHS D6-D7
1.7.7.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework)	<i>Counseling Team</i>	8.1.13	3.30.13	Not Begun	On Track	School within a school alignment to career pathway		CHS D6-D7
1.7.8.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.13	12.30.13	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		CHS D6-D7
1.7.9.	Activity: <b>(School to Career Pathway)</b> Develop a four year plan for each student as part of the Freshman transition project (Individualized student plan)	<i>Counseling Team</i>	1.1.14	6.30.14	Not Begun	On Track	Required for Nevada Students		CHS D6-D7
1.7.10.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.14	6.30.14	Not Begun	On Track			CHS D6-D7 DW C11
1.7.11.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Beck - A-Team Members</i>	3.1.14	6.30.14	Not Begun	On Track	Work to be completed at the Carson High A-Team		CHS D6-D7
1.7.12.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	8.01.13	6.30.14	Not Begun	On Track	Monthly meetings at district level to improve partnerships		CHS D6-D7
1.7.0.	<b>Activity: Year (2) - (1.7.0.) (Continued)</b> <b>Student individualized Learning Opportunities</b>		7.1.13	6.30.13					
1.7.13.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		CHS D6-D7
1.7.14.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		CHS D6-D7
1.7.15.	Activity: <b>(School to Career Pathway)</b> Continue to develop and implement the school within a school model - aligning students and student services to one of the six career pathways.	<i>Contine- Michele Lewis- Beck - Counseling Team</i>	7.1.13	6.30.14	Not Begun	On Track	Students select career pathway and the organization continues to build systemic opportunities for students in that area.		CHS D6-D7
1.7.0.	<b>Milestone: Year (2) - (1.7.0.)</b> <b>Individualized Student Learning Opportunities</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>Freshman transition class in place and students are registered and participating in the course during the first semester</i>	<i>Beck - A-Team Members</i>	12.30.13	12.30.13	Not Begun	On Track			
	<b>Milestone:</b> <i>All students have a four year plan in place across the campus. This includes a selection of the career path</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>A timeline is in place for all students to complete a career internship</i>	<i>Pradere - Medina- Contine - Lewis</i>	6.30.14	6.30.14	Not Begun	On Track			

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	<b>Milestone:</b> <i>1. Number of students who have entered freshman transition course and what the individual student perception was regarding the experience</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	2.28.14	2.28.14	Not Begun	On Track			
	<b>Milestone:</b> <i>School within a school in place and students aligned with career pathway and receive support related to this selection</i>	<i>Contine- Michele Lewis- Beck - Counseling Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.7.0.	<b>Activity: Year (3) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.16.	Activity: <b>(School to Career Pathway)</b> Enroll in the freshman transition course.	<i>Pradere - IS Team</i>	8.1.14	9.1.14	Not Begun	On Track	All freshman will enroll in this semester class that will provide a transition experience to induct students into the high school experience		CHS D6-D7
1.7.17.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.14	12.30.14	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		CHS D6-D7
1.7.18.	Activity: <b>(School to Career Pathway)</b> Develop a four year plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	8.1.14	12.31.14	Not Begun	On Track	Required for Nevada Students		CHS D6-D7
1.7.19.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.13	12.31.14	Not Begun	On Track	School within a school alignment to career pathway		CHS D6-D7
1.7.20.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.15	6.30.15	Not Begun	On Track			CHS D6-D7 DW-D11
1.7.21.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Beck - A-Team Members</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.7.22.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.7.23.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.7.24.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		CHS D6-D7
1.7.0.	<b>Activity: Year (3) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.25.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Beck - IS Team</i>	7.1.14	6.30.15	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		CHS D6-D7
1.7.26.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			CHS D6-D7
1.7.27.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			CHS D6-D7

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1.7.28.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			CHS D6-D7
1.7.29.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			CHS D6-D7
1.7.30.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			CHS D6-D7
1.7.31.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			CHS D6-D7
1.7.0.	<b>Deliverable: Year (3) - (1.7.0.)</b> <b>Individualized Student Learning Opportunities</b>		7.1.14	6.30.15					
	<b>Deliverable:</b> <i>Freshman transition class in place and students are registered and participating in the course during the first semester (Addressing Freshman for current year)</i>	<i>Beck - A-Team Members</i>	12.30.14	12.30.14	Not Begun	On Track			
	<b>Deliverable:</b> <i>All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> <i>Committee in place and timeline for all students to complete a career internship</i>	<i>Pradere - Medina-Contine - Lewis</i>	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Milestone: Year (3) - (1.7.0.)</b> <b>Individualized Student Learning Opportunities</b>								
	<b>Milestone:</b> <i>Freshman transition class in place and students are registered and participating in the course during the first semester (System reviewed and updated as needed)</i>	<i>Beck - A-Team Members</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>All students have a four year plan in place across the campus. This includes a selection of the career path (System reviewed and updated as needed)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>A timeline is in place for all students to complete a career internship</i>	<i>Pradere - Medina-Contine - Lewis</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>1. Number of students who have entered freshman transition course and what the individual student perception was regarding the experience (System reviewed and updated as needed)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>School within a school in place and students aligned with career pathway and receive support related to this selection (System reviewed and updated as needed)</i>	<i>Contine- Michele Lewis- Beck - Counseling Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone</b> <i>Number of students who have entered freshman transition course and what the individual student perception was regarding the experience (System reviewed and updated as needed)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone</b> <i>Student Performance Data related to grade passage and earned credits (System reviewed and updated as needed)</i>	<i>Pradere - Medina</i>	6.30.15	6.30.15	Not Begun	On Track			

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1.7.0.	<b>Milestone: Year (3) - (1.7.0.) (Continued) Individualized Student Learning Opportunities</b>								
	<b>Milestone</b> <i>Student mastery of content all grade levels all content area (System reviewed and updated as needed)</i>	<i>Pradere - Medina</i>	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Activity: Year (4) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.32.	Activity: <b>(School to Career Pathway)</b> Enroll in the freshman transition course.	<i>Pradere - IS Team</i>	8.1.15	9.1.15	Not Begun	On Track	All freshman will enroll in this semester class that will provide a transition experience to induct students into the high school experience		CHS E6-E7
1.7.33.	Activity: <b>(School to Career Pathway)</b> Align academic and career advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.15	12.30.15	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		CHS E6-E7
1.7.34.	Activity: <b>(School to Career Pathway)</b> Develop a four year college and career plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	1.1.16	6.30.16	Not Begun	On Track	Required for Nevada Students		CHS E6-E7
1.7.35.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.16	6.30.16	Not Begun	On Track			CHS E6-E7 DW 11
1.7.36.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.15	12.31.15	Not Begun	On Track	School within a school alignment to career pathway		CHS E6-E7
1.7.37.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan. (College and Career Progress)	<i>Beck - A-Team Members</i>	8.1.16	6.30.16	Not Begun	On Track			CHS E6-E7
1.7.38.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.7.0.	<b>Activity: Year (4) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.39.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.7.40.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		CHS D6-D7
1.7.41.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Beck - IS Team</i>	7.1.15	6.30.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		CHS E6-E7
1.7.42.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			CHS E6-E7
1.7.43.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			CHS E6-E7

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1.7.0.	<b>Activity: Year (4) - (1.7.0.) (Continued)</b> <b>Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.44.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			CHS E6-E7
1.7.45.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			CHS E6-E7
1.7.46.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			CHS E6-E7
1.7.47.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			CHS E6-E7
1.7.0.	<b>Milestone: Year (4) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.15	6.30.16					
	<b>Milestone:</b> Freshman transition class in place and students are registered and participating in the course during the first semester (Freshman for current school year)(System reviewed and updated quarterly as needed)	<i>Beck - A-Team Members</i>	8.30.15	8.30.15	Not Begun	On Track			
	<b>Milestone:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.15	12.30.15	Not Begun	On Track			
	<b>Milestone:</b> Committee in place and timeline for all students to complete a career internship (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina-Contine - Lewis</i>	12.30.15	12.30.15	Not Begun	On Track			
	<b>Milestone:</b> Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.7.0.	<b>Milestone: Year (4) - (1.7.0.) (Cont.) Individualized Student Learning Opportunities</b>		7.1.15	6.30.16					
	<b>Milestone:</b> Number of students who have entered freshman transition course and what the individual student perception was regarding the experience(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.7.0.	<b>Activity: 2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		6.30.16	12.30.16					

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.7.48.	Activity: <b>(School to Career Pathway)</b> Enroll in the freshman transition course.	<i>Pradere - IS Team</i>	7.1.16	9.1.16	Not Begun	On Track	All freshman will enroll in this semester class that will provide a transition experience to induct students into the high school experience		CHS E6-E7
1.7.49.	Activity: <b>(School to Career Pathway)</b> Align academic and career advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.16	12.30.16	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		CHS E6-E7
1.7.50.	Activity: <b>(School to Career Pathway)</b> Develop a four year college and career plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	11.1.16	12.30.16	Not Begun	On Track	Required for Nevada Students		CHS E6-E7
1.7.51.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.16	12.30.16	Not Begun	On Track			CHS E6-E7 DW E-11
1.7.52.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.16	12.31.16	Not Begun	On Track	School within a school alignment to career pathway		CHS E6-E7
1.7.0.	<b>Activity: 2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		6.30.16	12.30.16					
1.7.52.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Beck - A-Team Members</i>	8.1.16	12.30.16	Not Begun	On Track			CHS E6-E7
1.7.53.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.15	12.30.16	Not Begun	On Track			CHS E6-E7
1.7.54.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.15	12.30.16	Not Begun	On Track			CHS E6-E7
1.7.55.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		CHS D6-D7
1.7.0.	<b>2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.16	6.30.16					
1.7.56.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Beck - IS Team</i>	7.1.15	12.30.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		CHS E6-E7
1.7.57.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			CHS E6-E7
1.7.58.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			CHS E6-E7
1.7.59.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			CHS E6-E7
1.7.60.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			CHS E6-E7

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1.7.61.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			CHS E6-E7
1.7.62.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			CHS E6-E7
1.7.0.	<b>Milestone: 2016 (Continued) - (1.7.0.) Individualized Student Learning Opportunities-</b>		7.1.16	12.30.16					
	<b>Milestone:</b> Freshman transition class in place and students are registered and participating in the course during the first semester (Freshman for current school year)(System reviewed and updated quarterly as needed)	<i>Beck - A-Team Members</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Committee in place and timeline for all students to complete a career internship (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina- Contine - Lewis</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.7.0.	<b>Milestone: 2016 (Continued) - (1.7.0.) Individualized Student Learning Opportunities-</b>		7.1.16	12.30.16					
	<b>Milestone:</b> Number of students who have entered freshman transition course and what the individual student perception was regarding the experience(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.8.0.	<b>Activity: Year (1) - (1.8.0.) Family Engagement</b>		1.1.13	6.30.13					
1.8.0.	<b>Activity: Year (2) - (1.8.0.) Family Engagement</b>		7.1.13	6.30.14					
1.8.1.	Activity: Parent Portal Built and access aligned for parents to the e-portfolio	<i>Medina and Arthur</i>	7.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.8.2.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	12.1.14	6.30.14	Not Begun	On Track			CHS C6-C7



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1.8.3.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.8.4.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.8.5.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.8.6.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.8.7.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	3.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.8.8	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.8.0.	<b>Activity: Year (3) - (1.8.0) Family Engagement</b>		7.1.14	6.30.15					
1.8.9.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.8.10.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.8.11.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.8.12.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.8.13.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.8.14.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.8.15.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.8.0.	<b>Activity: Year (4) - (1.8.0) Family Engagement</b>		7.1.15	6.30.16					
1.8.16.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.8.17.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.8.18.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.8.19.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.8.20.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.8.21.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.8.22.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.8.0.	<b>Activity: 2016 (Continued) - (1.8.0) Family Engagement</b>		7.1.16	12.31.16					
1.8.23.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CHS E6-E7
1.8.24.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CHS E6-E7
1.8.25.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CHS E6-E7
1.8.26.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CHS E6-E7 DW e11
1.8.27.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CHS E6-E7
1.8.28.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.16	12.30.16	Not Begun	On Track			CHS E6-E7 DW E11
1.8.28.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.16	12.30.16	Not Begun	On Track			CHS E6-E7
1.9.0.	<b>Activity: Year (1) - (1.9.0.) After School Intervention Program</b>		1.1.13	6.30.13					
1.9.1.	Activity: Identify students who require credit recovery for summer school support	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			CHS B6-B7 CHS B13

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.9.2.	Activity: Place students	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			CHS B6-B7 CHS B13
1.9.3.	Activity: Monitor Progress on a weekly basis	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			CHS B6-B7 CHS B13
1.9.0.	<b>Deliverable: Year (1) - (1.9.0.)</b> <b>Afterschool - summer school intervention programs</b>	<i>IS Team</i>	1.1.13	6.30.13					
	<b>Deliverable:</b> <i>(Performance Report): Number of students and student performance rate for participating students</i>	<i>Pradere Medina</i>	6.30.13	6.30.13	Not Begun	On Track			
1.9.0.	<b>Activity: Year (2) - (1.9.0.)</b> <b>After School Intervention Program</b>		7.1.13	6.30.14					
1.9.4.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.9.5.	Task: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.9.6.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7 CHS C 13
1.9.7.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.9.8.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7 CHS C 13
1.9.9.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7 CHS C 13
1.9.10.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.9.0.	<b>Deliverable: Year (2) - (1.9.0.)</b> <b>Activity</b> <b>Afterschool - summer school intervention programs</b>	<i>IS Team</i>	7.1.13	6.30.14					
	<b>Deliverable:</b> <i>(Quarterly and end of year after school project report) Number of students and student performance rate for participating students</i>	<i>Pradere Medina</i>	6.30.14	6.30.14	Not Begun	On Track			
1.9.0.	<b>Activity: Year (3) - (1.9.0.)</b> <b>Activity 1.9:</b> <b>After School Intervention Program</b>		7.1.14	6.30.15					
1.9.11.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			CHS D6-D7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.9.12.	Activity: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.9.13.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			CHS D6-D7 CHS C 13
1.9.14.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.9.15.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			CHS D6-D7 CHS C 13
1.9.16.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7 CHS C 13
1.9.17.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			CHS D6-D7
1.9.0.	<b>Deliverable: Year (3) - (1.9.0.) Afterschool - summer school intervention programs</b>	<i>IS Team</i>	7.1.14	6.30.15					
	<b>Deliverable (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass/fail rates)</b>	<i>Pradere Medina</i>	6.30.15	6.30.15	Not Begun	On Track			
1.9.0.	<b>Activity: Year (4) - (1.9.0.) After School Intervention Program</b>		7.1.15	6.30.16					
1.9.18.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.9.19.	Activity: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.9.20.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			CHS E6-E7 CHS E13
1.9.21.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.9.22.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7 CHS C 13
1.9.23.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			CHS E6-E7 CHS E13
1.9.24.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			CHS E6-E7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.9.0.	<b>Deliverable: Year (4) - (1.9.0.) Afterschool - summer school intervention programs</b>		7.1.15	6.30.16					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	<i>Pradere Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.9.0.	<b>Activity: 2016 (Continued) - (1.9.0) After School Intervention Program</b>		7.1.16	12.31.16					
1.9.25.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			CHS E6-E7
1.9.26.	Activity: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.15	12.31.16	Not Begun	On Track			CHS E6-E7
1.9.27.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			CHS E6-E7 CHS E13
1.9.28.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			CHS E6-E7
1.9.29.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			CHS E6-E7 CHS E13
1.9.30.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7 CHS C 13
1.9.31.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			CHS E6-E7
1.9.0.	<b>Deliverable: 2016 (Continued) (1.9.0.) Afterschool - summer school intervention programs</b>		7.1.16	12.31.16					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	<i>Pradere Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Activity: Year (1) (1.10.0.) Project monitoring and evaluation plan</b>		1.1.13	6.30.13					
1.10.1.	Activity: Evaluation Model - Create a Comprehensive Plan for all elements of the project at each level - Developed in collaboration with the University of Nevada (Dr. Bill Thornton) - The plan will be underdevelopment until July 30, 2013.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	5.1.13	6.30.13	In progress	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district		DW B6-B7  CHS B6-B7
1.10.0.	<b>Activity: Year (2) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.10.2.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	6.30.13	7.30.13	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. <del>Results will be posted on district</del>		DW C6-C7  CHS C6-C7
1.10.3.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the A9Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	6.30.13	7.1.14	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be <del>providing support and guidance</del>		DW C6-C7  CHS C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.4.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.5.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.6.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.7.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.8.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.9.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.10.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.11.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.12.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.13.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CHS C6-C7
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.13	6.30.14					

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	<i>Deliverable: Quarterly curriculum implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly common assessment implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly instructional practices implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly reports defining student performance within the system. This includes both academic and school to career development</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly reports defining stakeholder adoption of Learner Centered Practices.</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.13	12.31.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (3) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					

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1.10.14.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW D6-D7  CHS D6-D7
1.10.15.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW D6-D7  CHS D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.16.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.17.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.18.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.19.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.20.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.21.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.22.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.23.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.24.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.25.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CHS D6-D7
1.10.0.	<b>Milestone: Year (3) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.14	6.30.15					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			



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	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (3) - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.14	6.30.15					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (4) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.26.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7 CHS E6-E7
1.10.27.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7 CHS E6-E7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.28.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7 CHS E6-E7
1.10.29.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7 CHS E6-E7
1.10.30.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7 CHS E6-E7

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1.10.31.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.32.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.33.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.34.	Activity: Monitor reduction in achievement gap will be reviewed quarterly and yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.35.	Activity: Other student performance measures will be reviewed and measured quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.36.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.37.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.0.	<b>Milestone: Year (4) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	6.30.16					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (4) - (1.10.0.) (Continued) Program evaluation Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.38.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7  CHS E6-E7
1.10.39.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7  CHS E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.40.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.41.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.42.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.43.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.44.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.45.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.46.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.47.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.48.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.49.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CHS E6-E7
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	12.30.16					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			

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	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) (Continued)</b> <b>Program evaluation</b> Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below	IS Team	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.11.0.	<b>Activity: Year (1) (1.11.0.) Counselor Support</b>		1.1.13	6.30.13					
1.11.1.	Activity: Form Secondary Counselor Implementation Team (RTT-D Counselor Advisory Team)	Pradere Medina	6.1.13	6.30.13	Not Begun	On Track	Team is made up of Transformation office director, Director of accountability, a site administrator from each site and a counselor from each site. The group meets monthly.		DW B6-B7 CHS B6-B7 CMS B6-B7 EVMS B6-B7 Pion. B6-B7
1.11.0.	<b>Activity: Year (2) (1.11.0.) Counselor Support</b>		7.1.13	6.30.14					
1.11.2.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	Pradere Medina	7.1.13	6.30.14	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW C6-C7 CHS C6-C7 CMS C6-C7 EVMS C6-C7 Pion. C6-C7
1.11.3.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring)	Counseling Team Lewis Contine	8.1.13	6.30.14	Not Begun	On Track	4 year plan development and monitoring		CHS C6-C7
1.11.4.	Promote and support work on the school within a school model at Carson High School that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	Pradere Medina Grunert Beck Lewis	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7 CHS C6-C7
1.11.5.	Verify student progress within each cluster - both academic and career based	Beck - Counseling Team	3.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.11.6.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	Beck - Counseling Team	3.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.11.7.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	Lewis Counseling team	3.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.11.8.	Support student access to the e-portfolio system. - Train and follow-up	Lewis Counseling team	1.1.14	6.30.14	Not Begun	On Track			CHS C6-C7
1.11.9.	Quarterly Training for students to align support for both academic and career growth.	Lewis Counseling team	9.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.11.10.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	Lewis Counseling team	8.1.13	6.30.14	Not Begun	On Track			CHS C6-C7
1.11.0.	<b>Activity: Year (3) (1.11.0.) Counselor Support</b>		7.1.14	6.30.15					

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1.11.12.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.14	6.30.15	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW D6-D7 CHS D6-D7 CMS D6-D7 EVMS D6-D7 Pion. D6-D7
1.11.13.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring) New to Freshman but ongoing to students on campus - continuous improvement	<i>Counseling Team Lewis Contine</i>	8.1.14	6.30.15	Not Begun	On Track	4 year plan development and monitoring		CHS D6-D7
1.11.14.	Promote and support work on the school within a school model at Carson High School that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Beck Lewis</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7 CHS D6-D7
1.11.15.	Verify student progress within each cluster - both academic and career based	<i>Beck - Counseling Team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS D6-D7
1.11.16.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Beck - Counseling Team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS D6-D7
1.11.17.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS D6-D7
1.11.18.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS D6-D7
1.11.19.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS D6-D7
1.11.20.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			CHS D6-D7
1.11.0.	<b>Activity: Year (4) (1.11.0.) Counselor Support</b>		7.1.15	6.30.16					
1.11.21.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7 CHS E6-E7 CMS E6-E7 EVMS E6-E7 Pion. E6-E7
1.11.22.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring) New to Freshman but ongoing to students on campus - continuous improvement	<i>Counseling Team Lewis Contine</i>	8.1.15	6.30.16	Not Begun	On Track	4 year plan development and monitoring		CHS E6-E7
1.11.23.	Promote and support work on the school within a school model at Carson High School that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Beck Lewis</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7 CHS E6-E7
1.11.24.	Verify student progress within each cluster - both academic and career based	<i>Beck - Counseling Team</i>	8.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.11.25.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Beck - Counseling Team</i>	8.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.11.26.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.11.27.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.11.28.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.11.29.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			CHS E6-E7
1.11.0.	<b>Activity: 2016 Continued (1.11.0.) Counselor Support</b>		7.1.16	12.31.16					
1.11.30.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7 CHS E6-E7 CMS E6-E7 EVMS E6-E7 Pion. E6-E7
1.11.31.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring) New to Freshman but ongoing to students on campus - continuous improvement	<i>Counseling Team Lewis Contine</i>	7.1.16	12.31.16	Not Begun	On Track	4 year plan development and monitoring		CHS E6-E7
1.11.32.	Promote and support work on the school within a school model at Carson High School that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Beck Lewis</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7 CHS E6-E7
1.11.33.	Verify student progress within each cluster - both academic and career based	<i>Beck - Counseling Team</i>	7.1.16	12.31.16	Not Begun	On Track			CHS E6-E7
1.11.34.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Beck - Counseling Team</i>	7.1.16	12.31.16	Not Begun	On Track			CHS E6-E7
1.11.35.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CHS E6-E7

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1.11.36.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CHS E6-E7
1.11.37.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CHS E6-E7
1.11.38.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CHS E6-E7
1.12.0.	<b>Activity: Year 1- (1.1.0.) Electronic computer work station for parents on site (Kiosk)</b>		1.1.2013	6.30.13					
1.12.0.	<b>Activity: Year (2) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.13	6.30.14					
1.12.1.	Activity: Purchase a computer workstation for placement in the office area for parent use.	<i>Beck</i>	11.30.13	12.30.13	Not Begun	On Track	Purchase low cost computer for access to parent portal.		CHS B10
1.12.2.	Activity: Open access to parents provide staff support as needed for parents to access stunt information	<i>Beck Technology</i>	9.15.30	12.30.13	Not Begun	On Track	Place access point in a place where office staff can provide assistance as needed.		
1.12.3.	Activity: Provide training to parents so that they can access the data	<i>Counseling Staff</i>	1.1.14	6.30.14	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		CHS B6-B7
1.12.4.	Activity: Select a location to place the workstation.	<i>Beck</i>	9.15.30	12.30.13	Not Begun	On Track	Select a workstation area close to administrative support		
1.12.5.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	11.30.13	6.30.14	Not Begun	On Track			CHS B6-B7
	<b>Milestone: Year (1) - (1.12.0.) Information Meetings Deliverable and Milestone</b>		1.1.13	6.30.13					
	<b>Milestone: Kiosk or work station in office open for parents and parents can access the related student information during school hours.</b>	<i>Beck</i>	2.20.13	2.20.13	Not Begun	On Track	Completed Roll Out Meetings with staff		
1.12.0.	<b>Activity: Year (3) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.14	6.30.15					
1.12.6.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.14	6.30.15	Not Begun	On Track			
1.12.7.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Staff</i>	7.1.14	6.30.15	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		CHS D6-D7
1.12.0.	<b>Activity: Year (4) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.15	6.30.16					
1.12.8.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.15	6.30.16	Not Begun	On Track			
1.12.9.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Staff</i>	7.1.15	6.30.16	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		CHS E6-E7
1.12.0.	<b>Activity: 2016 - (1.12.0.) (Continued) Electronic computer work station for parents on site (Kiosk)</b>		7.1.16	12.30.16					
1.12.10.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.16	12.30.16	Not Begun	On Track			
1.12.11.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Staff</i>	7.1.16	12.30.16	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		CHS E6-E7



Project #1 Pioneer High School - Learner Centered Campus									
<b>Project Goals/Desired Outcomes: 1. Standards: Adopting standards and assessments that prepare students to succeed in college and the work place so that they are prepared to compete in a global economy; 2. Data Systems: Employ a data subsystem to measure student growth and success, and inform teachers and principals with data about how they can improve instruction; 3. Strong teachers and administrators: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. 4. School Improvement: Turning around the lowest achieving schools.</b>									
Narrative: This project is based on a full system redesign and program implementation addressing curriculum, assessment, instruction, and organizational development (leadership). Organizational development includes system improvements in Central Office Leadership, Establish Transformation Office and fully staff that office, Implementation Specialists services, site administrator skills and practices, teacher leader development including department chairs and other site educators, mastery student data system, individualized student portfolios, family and community engagement; this project will review current practices and then will revise and improve those practices.									
Key Performance Measures: Staffing: Implementation specialists hired and trained to begin work with transformation office to facilitate development of the project. Standards: Redesign curriculum in all courses to align with common core standards, the process will include setting the learning targets for all courses taught grades 9-12. Horizontal and vertical alignment to match college and career expectations. Assessment: Common unit and semester assessments will be designed, developed, and aligned with learning targets established within the curriculum. Data Systems: Mastery data system will be designed or purchased to measure mastery of each standard or identified s Individualized student portfolios that provides an academic and career pathway as well as connect the student data mastery information to each student. Data system will be used by all stakeholders to define success within the system. Instruction will be based on mastery, data collected within the data system will be used to verify that every student meets mastery in all courses and in all grade levels. Parents will have access to the student e-portfolio and all the components. Strong Teachers and Administrators: Teacher and administrator practices change from delivery-centered to learner-centered practices. Training will be provided to help these site leaders reflect about current and future practices so that they can effectively work in a Learner-Centered System. Work in Professional Learning communities will shift to focus on students meeting mastery targets. This professional conversation will center on students meeting learning targets and the use of data to verify success or a catalyst for future interventions and program improvement. Finally a program evaluation will be developed to verify the successful development and implementation of each component of this model.									
Cross-reference to other projects: Each of the four projects are connected to the development of the four components of the Learner-Centered Model. Pioneer High School and Pioneer High school are the least developed of the projects and will require significant effort to move this component of the project forward.									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.1.0.	Activity: Year 1- (1.1.0.) Informational meetings - project introduction - Entire District including Pioneer High School Year		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at the Pioneer High School Campus.	Stokes, Keema, Delfin, Pradere, Zona	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 PHS B6-B7
1.1.2.	Activity: Full staff introduction and recruit staff members to apply for implementation specialists positions	Stokes, Keema, Delfin, Pradere, Zona	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to full staff at campus faculty meeting	All Projects	DW B6-B7 PHS B6-B7
1.1.3.	Activity: Meet with Individual Departments and review the RTT-D plan, also recruit staff members to serve in Implementation Specialists roles	Stokes, Keema, Delfin, Pradere, Zona	1.20.13	2.20.13	Completed 2.15.13	On Track	Met with each department and introduced the RTT-D project.	All Projects	DW B6-B7 PHS B6-B7
1.1.0.	<b>Activity: Year (1) - (1.1.0.) Informational Meetings Continued.</b>		1.1.13	6.30.13					
	<b>Milestone: Year (1) - (1.1.0.) Information Meetings Deliverable and Milestone</b>		1.1.13	6.30.13					
	<b>Milestone: Meet with all district staff members in order to introduce RTT-D requirements and impact on each campus. This will allow the district to recruit staff members to serve in newly created RTT-D positions</b>	Stokes, Keema, Delfin, Pradere, Zona	2.20.13	2.20.13	Completed 2.20.13	On Track	Completed Roll Out Meetings with staff	All Projects	
1.1.0.	<b>Activity: Year (2) - (1.1.0.) Informational Meeting</b>		7.1.13	6.30.14					
1.1.0.	<b>Activity: Year (3) - (1.1.0.) Informational Meeting</b>		7.1.14	6.30.15					
1.1.0.	<b>Activity: Year (4) - (1.1.0.) Informational Meeting</b>		7.1.15	6.30.16					
1.1.0.	<b>Activity: 2016 - (Continued) Informational Meeting</b>		7.1.16	12.30.16					
1.2.0.	<b>Activity: Year (1) - (1.2.0.) Project Staffing</b>		1.1.13	6.30.13					
1.2.1.	<b>Task: Hire Transformation Office Director</b>	Stokes, Keema, Delfin,	12.20.12	1.3.13	Completed 1.03.13	On Track	District Hired Dr. Steven Pradere to serve as the Transformation office Director	District Office Project - This activity is identified and funded at the District Office Level	District B6-B7
1.2.2.	Task: Hire Implementation Specialists (IS) (1)	Pradere, Keema, Delfin, Medina	2.15.13	3.27.13	Completed 3.27.13	On Track	(1) Candidates selected and began service 3.27.13. 1. Candi Ruf	Staff will work primarily on PHS project but will also support system improvement on each of the remaining campuses	PHS B6-B7
1.2.0.	<b>Activity: Year (1) - (1.2.0.) (Continued) Project Staffing</b>		1.1.13	6.30.13					
1.2.3.	<b>Task: Hire administrative assistants (1)</b>	Pradere	3.15.13	6.15.13	Completed 3.27.13	On Track	Candidate selected: Page Ellis and will begin service 4.29.13. Office located at Carson High School this person will support the development of school to career opportunities for students as well as data collection and reporting related to the grant.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.3.	<b>Task: Hire administrative assistant (2)</b>	Pradere	6.1.13	7.1.13	In progress	On Track	Services same as above cell. The district will place two of these positions in June 2013 when a work station is available.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.4.	Activity: Assign service parameters for each IS candidate	Pradere	3.15.13	4.30.13	Completed 3.27.13	On Track	Aligning services to departments and project pillars including program evaluation		PHS B6-B7

1.2.5.	Activity: Hire department chair staff. Pioneer High School is a very small campus and does not have true department chairs. Typically there are only one or two teachers per department so the role of the instructional leaders - Although we call them department chairs, they will provide support in and across departments they will facilitate the same work as department chairs that do work at the other campuses the work will be on a significantly smaller scale. Rather than provide a prep period by out, department chairs will be compensated through extra hourly pay. The Pioneer SST team will define the duties and then provide training to the site leaders to be able to carry out those duties. (6 teachers total will be selected to serve in this role)	Zona	4.1.13	6.01.13	In progress	On Track	Rewrite department chair descriptions, interview and hire department chairs with expectations that align with RTT-D grant		PHS B6-B7
1.2.0.	<b>Activity: Year (2) - (1.2.0.) Project Staffing</b>		7.1.13	6.30.15					
1.2.6.	Task: Assign additional extra hours pay to all department chairs so they can support the reform initiative on each campus	Zona	8.1.13	6.30.14	Not Begun	On Track	Provide extra support and extra hour pay to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		PHS C6-C7
1.2.0.	<b>Activity: Year (3) - (1.2.0.) Project Staffing</b>		7.1.14	6.30.15					
1.2.7.	Task: Assign additional extra hours pay to all department chairs so they can support the reform initiative on each campus	Zona	8.1.14	6.1.15	Not Begun	On Track	Provide extra support and extra hour pay to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		PHS D6-D7
1.2.0.	<b>Activity: Year (4) - (1.2.0.) Project Staffing</b>		7.1.15	6.30.16					
1.2.8.	Task: Assign additional extra hours pay to all department chairs so they can support the reform initiative on each campus	Zona	8.1.15	6.1.16	Not Begun	On Track	Provide extra support and extra hour pay to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		PHS E6-E7
1.2.0.	<b>Activity: 2016 (Continued) - (1.2.0.) Project Staffing</b>		7.1.15	12.30.16					
1.2.9.	Task: Assign additional extra hours pay to all department chairs so they can support the reform initiative on each campus	Zona	8.1.16	12.31.16	Not Begun	On Track	Provide extra support and extra hour pay to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		PHS E6-E7
1.3.0.	<b>Activity: Year (1) - (1.3.0.) Professional Development for Implementation Specialists (IS</b>		1.1.13	7.1.13					
1.3.1.	Activity: Introductory Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	Pradere-Pryor-Ward-Medina	4.23.13	6.30.13	In progress	On Track	Intense training will take place 4.23.13 to 6.7.13 and then will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		PHS B6-B7 DW B6-B7 B8 B10
1.3.0.	<b>Activity: Year (2) - (1.3.0.) Professional Development for Implementation Specialists (IS</b>		7.1.13	6.30.14					
1.3.2.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	Pradere - Pryor - Medina - Ruff - Ward-DeJoseph Burton	7.1.13	6.30.14	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		PHS C6-C7 DW C6-C7 C8 C10
1.3.0.	<b>Activity: Year (3) - (1.3.0.) Professional Development for Implementation Specialists (IS</b>		7.1.14	6.30.15					



1.3.3.	<p>Activity: Ongoing Training for IS Staff Training in the areas of:</p> <ol style="list-style-type: none"> <li>1. Learner Centered Model <ol style="list-style-type: none"> <li>a. Curriculum</li> <li>b. Assessment</li> <li>c. Instruction</li> <li>d. Organizational Development</li> </ol> </li> <li>2. Cognitive Coaching</li> <li>3. Professional Learning Communities</li> <li>4. Data Driven Dialogue</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>6. Purchase books and instructional materials to support project PD</li> </ol>	<i>Pradere - Pryor - Medina - Ruff - Ward- DeJoseph Burton</i>	7.1.14	6.30.15	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		PHS D6-D7 DW D6-D7 D8 D10
1.3.0.	<b>Activity: Year (4) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.15	6.30.16					
1.3.4.	<p>Activity: Ongoing Training for IS Staff Training in the areas of:</p> <ol style="list-style-type: none"> <li>1. Learner Centered Model <ol style="list-style-type: none"> <li>a. Curriculum</li> <li>b. Assessment</li> <li>c. Instruction</li> <li>d. Organizational Development</li> </ol> </li> <li>2. Cognitive Coaching</li> <li>3. Professional Learning Communities</li> <li>4. Data Driven Dialogue</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>6. Purchase books and instructional materials to support project PD</li> </ol>	<i>Pradere - Pryor - Medina - Ruff - Ward- DeJoseph Burton</i>	7.1.15	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		PHS E6-E7 DW E6-E7 E8 E10
1.3.0.	<b>Activity: 2016 (Continued) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.01.16	12.30.16					
1.3.5.	<p>Activity: Ongoing Training for IS Staff Training in the areas of:</p> <ol style="list-style-type: none"> <li>1. Learner Centered Model <ol style="list-style-type: none"> <li>a. Curriculum</li> <li>b. Assessment</li> <li>c. Instruction</li> <li>d. Organizational Development</li> </ol> </li> <li>2. Cognitive Coaching</li> <li>3. Professional Learning Communities</li> <li>4. Data Driven Dialogue</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>6. Purchase books and instructional materials to support project PD</li> </ol>	<i>Pradere - Pryor - Medina - Ruff - Ward- DeJoseph Burton</i>	7.01.16	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		PHS E6-E7 DW E6-E7 E8 E10
1.4.0.	<b>Activity: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.1.	<p>Activity: Develop an organizational reform team made up of Director of Transformation, Associate Superintendent, Director of Accountability, Site administration team including the principal, and the single IS team member assigned to the school site. Team is know as PHS SST Team</p>	<i>Pradere-Keema-Medina</i>	2.15.13	6.30.13	In Progress	On Track	Administrative professional development will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for administrative staff members to support and lead professional development opportunities for both teachers and administrators.		DW B6-B7 PHS B6-B7
1.4.2.	<p>Activity: Set weekly meeting times to meet 2-3 hours per week for PHS SST Team</p>	<i>Pradere</i>	2.15.13	6.30.13	In progress	On Track	Current time set and team is meeting weekly. Current work is developing organizational structures including PLC times, start and end times, etc.		DW B6-B7 PHS B6-B7
1.4.3.	<p>Activity: Develop the organizational structures including schedule, planning times, PLC's etc.</p>	<i>Pradere - Ruff- Zona</i>	3.15.13	6.30.13	In progress	On Track	Meeting times for leadership teams are easily set. PLC schedules will be set in August once master schedule is finalized		DW B6-B7 PHS B6-B7
1.4.4.	<p>Activity: Provide training on utilizing performance interview practices and methods for selecting most qualified and effective teachers.</p>	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Performance interview for teacher or administrator positions requires applicants to demonstrate learner centered practices related to the position that they are applying for.		DW B6-B7 PHS B6-B7
1.4.0.	<b>Activity: Year (1) - (1.4.0.) (Continued) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.5.	<p>Activity: Complete hiring and staff placement for the 2013-2014 school year utilizing the performance interview process.</p>	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Staff hiring and staff placement will be completed for 2013-2014 school year by 8.01.13		DW B6-B7 PHS B6-B7
1.4.0.	<b>Deliverable: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					

	<b>Deliverable:</b> Job Description for the new department chair position	Pradere IS Team	5.31.13	5.31.13	In progress	On Track	Department Chair Job Description	All Projects	
	<b>Deliverable:</b> Scoring rubric for performance interviews including new staff and department chair positions	Pradere IS Team	5.31.13	5.31.13	In progress	On Track	Performance interview rubric for Department Chairs and new Instructional Staff Members	All Projects	
1.4.0.	<b>Milestone: Year (1) - (1.4.0.) Professional Development for Site Administrators (Deliverables and Milestones)</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Site staff utilizes performance interview process to complete all hiring including department chair positions as well as new staff coming to the campus. This also includes requests for transfers into new content areas on each campus.	Stokes, Keema, Delfin, Pradere, Zona	2.20.13	2.20.13	Completed 2.20.13	On Track		All Projects	
1.4.0.	<b>Activity: Year (2) - (1.4.0.) Professional development for Site Administrators</b>		7.1.13	6.30.14					
1.4.6.	Activity: Pioneer SST Team (SST) organizational reform meetings	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW C6-C7
1.4.7.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW C6-C7 PHS C6-C7
1.4.8.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW C6-C7 PHS C6-C7
1.4.9.	Activity: Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas.	Pradere-Pryor- PHS IS Team	7.1.13	6.30.14	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW C6-C7 PHS C6-C7
1.4.10.	Activity: Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW C6-C7 PHS C6-C7
1.4.11.	Activity: Administrator development in the area of family engagement.	Pradere - IS Team	7.1.13	6.30.14	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW C6-C7 PHS C6-C7
1.4.12.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.13	6.30.14	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		PHS C6-C7
1.4.0.	<b>Deliverable: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> Assessment documents available for site leaders to support student mastery in new curriculum	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Deliverable:</b> Classroom observation utilizing the T4S Observation Model, and data gathered to verify quality implementation	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Milestone: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Milestone:</b> Curriculum finalized for all content and all grade levels. Documents and data available for administrators to support student mastery in the area of curriculum.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Zona	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (3) - (1.4.0.) Professional development for Site Administrators</b>		7.1.14	6.30.14					
1.4.13.	Activity: Pioneer SST Team (SST) organizational reform meetings	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW D6-D7
1.4.14.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW D6-D7 PHS D6-D7
1.4.15.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW D6-D7 PHS D6-D7
1.4.16.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	Pradere-Pryor- PHS IS Team	7.1.14	6.30.15	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW D6-D7 PHS D6-D7
1.4.17.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW D6-D7 PHS D6-D7
1.4.18.	Activity: Introductory Administrator development in the area of family engagement.	Pradere - IS Team	7.1.14	6.30.15	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW D6-D7 PHS D6-D7
1.4.19.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.14	6.30.15	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW D6-D7 PHS D6-D7
1.4.0.	<b>Milestone: Year (3) - (1.4.0.) Professional Development for Site Administrators (Milestones)</b>		7.1.14	6.30.14					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Zona	6.30.14	6.30.14	Not Begun	On Track			

	<i>Milestone: Curriculum and Assessment Data uploaded and utilize to verify student mastery. Administrators used data to monitor progress.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Student Mastery data utilized by administrators to support work conducted within each PLC.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and PHS School Reform Team.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (4) - (1.4.0) Professional development for Site Administrators</b>		7.1.15	6.30.16					
1.4.20.	Activity: Pioneer SST Team (SST) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.21.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW E6-E7 PHS E6-E7
1.4.22.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW E6-E7 PHS E6-E7
1.4.23.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor- PHS IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 PHS E6-E7
1.4.24.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 PHS E6-E7
1.4.25.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 PHS E6-E7
1.4.26.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 PHS E6-E7
1.4.0.	<b>Milestones: Year (4) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.15	6.30.16					
	<i>Milestone: Leadership Continues to utilize a performance interview process for hiring staff members.</i>	<i>Stokes, Keema, Delfin, Pradere, Zona</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and PHS School Reform Team.(System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.4.0.	<b>Activity: 2016 Continued - (1.4.0) Professional development for Site Administrators</b>								
1.4.27.	Activity: Pioneer SST Team (SST) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.28.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW E6-E7 PHS E6-E7
1.4.29.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW E6-E7 PHS E6-E7
1.4.30.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor- PHS IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 PHS E6-E7
1.4.31.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 PHS E6-E7
1.4.32.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 PHS E6-E7
1.4.33.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 PHS E6-E7
1.4.0.	<b>Milestone: 2016 cont. (1.4.0.) - Professional Development for Site Administrators</b>		7.1.13	12.31.16					

	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Zona	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestones:</b> Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Data Driven Dialogue central to the use on all PLC's and PHS School Reform Team.(System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
1.5.0.	<b>Activity: Year (1) - (1.5.0) Teacher professional development- curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		1.1.13	6.30.13			Teacher PD portion supported by the University of Nevada.		
1.5.1.	Activity: Professional support for Learner-Centered Practices	PHS-IS Team	6.7.13	6.30.13	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		PHS B6-B7
1.5.2	Activity: Curriculum development	PHS-IS Team	6.7.13	6.1.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order for students to meet performance expectations.		PHS B6-B7
1.5.3.	Activity: Assessment development	PHS-IS Team	6.7.13	6.1.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		PHS B6-B7
1.5.4.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	Evaluation Team	4.15.13	6.30.13	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		PHS B6-B7 DW B6-B7
1.5.0.	<b>Milestone: Year (1) - (1.5.0.) Teacher Professional Development</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Professional Development will begin for classroom teachers with a focus on curriculum and common assessment development.	Stokes, Keema, Delfin, Pradere, Zona	6.30.13	6.30.13	Not Begun	On Track		All Projects	
1.5.0.	<b>Activity: Year (2) - (1.5.0) Teacher Professional Development- curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.13	6.30.14					
1.5.5.	Activity: Develop a schedule that allows all teachers with common classes to have a weekly PLC.	PHS-IS Team	7.1.13	6.30.14	Completed 5.14.13	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		PHS C6-C7
1.5.6.	Activity: Professional support for Learner-Centered Practices	PHS-IS Team	7.1.13	6.30.14	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		PHS C6-C7
1.5.7.	Activity: Curriculum development	PHS-IS Team	7.1.13	6.30.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order to meet performance expectations. (Includes a one year review of curriculum expert from the districts and local University in each content area)		PHS C6-C7
1.5.8.	Activity: Assessment development	PHS-IS Team	7.1.13	6.30.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		PHS C6-C7
1.5.9.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	Evaluation Team	7.1.13	6.30.14	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		PHS C6-C7 DW C6-C7

1.5.10.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team	<i>PHS-IS Team PHS Counselors</i>	1.1.14	6.30.14	Not Begun	On Track	Initial training will take place second semester. Staff will learn how to access and support student use of student data and e-portfolio systems		PHS C6-C7
1.5.0.	<b>Activity: Year (2) (Continued) - (1.5.0) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.13	6.30.14					
1.5.11.	Activity: Instructional development	<i>PHS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed		PHS C6-C7
1.5.12.	Activity: Professional Learning Communities	<i>PHS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	PLC's in a Learner Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		PHS C6-C7
1.5.0.	<b>Activity: Year (2) (Continued) -(1.5.0) Teacher Professional Development- curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.13	6.30.14					
1.5.13.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>PHS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		PHS C6-C7
1.5.14.	Activity: Parent and Family Engagement	<i>PHS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		PHS C6-C7
1.5.0.	<b>Deliverable: Year (2) (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<b>Milestone:</b> 2. Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 9-12 by June 30, 2013 Documentation will be in place so that all stakeholders can access this information	<i>PHS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Milestone: Year (2) - (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<b>Milestone:</b> Learning Targets set and Curriculum aligned in all grades and all content areas grades 9-12 Documentation will be in place so that all stakeholders can access this information	<i>PHS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Curriculum developed, mapped, and paced for all high school courses in all content areas grades 9-12	<i>PHS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 9-12	<i>PHS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Student Learning Guides developed for every unit and ready to field test in all content areas and all grade levels grades 9-12	<i>PHS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Student self assessment tools developed every unit and ready to field test in all content areas and all grade levels grades 9-12	<i>PHS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Data from field tested assessments uploaded into student mastery data system.	<i>PHS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Activity: Year (3) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.14	6.30.15					

1.5.15.	Activity: Professional support for Learner Centered Practices	<i>PHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning. Through this process their stance can shift from Delivery Centered to Learner Centered.		PHS D6-D7
1.5.16.	Activity: Curriculum development	<i>PHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit		PHS D6-D7
1.5.17.	Activity: Assessment development	<i>PHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		PHS D6-D7
1.5.18.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.14	6.30.15	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		PHS D6-D7 DW D6-D7
1.5.19.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed. Curriculum Review - A team of school district and University experts will review the curriculum and offer for suggestions for improvement. This review will occur once per year	<i>PHS-IS Team</i> <i>PHS Counselors</i>	7.1.14	6.30.15	Not Begun	On Track	Review and follow up training as needed		PHS D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.14	6.30.15					

1.5.120.	Activity: Instructional development	<i>PHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		PHS D6-D7
1.5.21.	Activity: Professional Learning Communities	<i>PHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		PHS D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) July 1, 2014 to June 30, 2015 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.14	6.30.15					
1.5.22.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>PHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		PHS D6-D7
1.5.23.	Activity: Parent and Family Engagement	<i>PHS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		PHS D6-D7
1.5.0.	<b>Milestone: Year (3) - (1.5.0.) Teacher Professional Development</b>		7.1.14	6.30.15					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
1.5.0.	<b>Activity: Year (4) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.15	6.30.16					



1.5.24.	Activity: Professional support for Learner Centered Practices	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning.		PHS E6-E7
1.5.25.	Activity: Curriculum development	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit. (This includes a review of curriculum experts from the		PHS E6-E7
1.5.26.	Activity: Assessment development	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		PHS E6-E7
1.5.27.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.15	6.30.16	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		PHS E6-E7 DW E6-E7
1.5.28.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Pioneer Counselor- Includes academic and career expectations for students - Review and follow up training as needed.	<i>PHS-IS Team PHS Counselors</i>	7.1.15	6.30.16	Not Begun	On Track	Review and follow up training as needed		PHS E6-E7
1.5.0.	<b>Activity: Year (4) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.15	6.30.16					
1.5.29.	Activity: Instructional development	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		PHS E6-E7



1.5.30.	Activity: Professional Learning Communities	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		PHS E6-E7
1.5.0.	<b>Activity: Year (4) (Continued) - (1.5.0.) July 1, 2015 to June 30, 2016</b> <b>Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.15	6.30.16					
1.5.31.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		PHS E6-E7
1.5.32.	Activity: Parent and Family Engagement	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		PHS E6-E7
1.5.0.	<b>Milestone: Year (4) - (1.5.0.) Teacher Professional Development</b>		7.1.15	6.30.16					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.16	12.31.16					
1.5.33.	Activity: Professional support for Learner Centered Practices	<i>PHS-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning.		PHS E6-E7

1.5.34.	Activity: Curriculum development	<i>PHS-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit. (This includes a review of curriculum experts from the district and university system in each content area, this review occurs at least one time per year)		PHS E6-E7
1.5.35.	Activity: Assessment development	<i>PHS-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		PHS E6-E7
1.5.36.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.16.	12.31.16	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		PHS D6-D7 DW D6-D7
1.5.37.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Pioneer Counselor- Includes academic and career expectations for students - Review and follow up training as needed.	<i>PHS-IS Team PHS Counselors</i>	7.1.16.	12.31.16	Not Begun	On Track	Review and follow up training as needed		PHS D6-D7
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.16	12.31.16					
1.5.38.	Activity: Instructional development	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed		PHS E6-E7
1.5.39.	Activity: Professional Learning Communities	<i>PHS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		PHS E6-E7
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) July 1, 2015 to June 30, 2016 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department</b>		7.1.16	12.31.16					

1.5.40.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>PHS-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		PHS E6-E7
1.5.41.	Activity: Parent and Family Engagement	<i>PHS-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		PHS E6-E7
1.5.0.	<b><i>Deliverable: 2016 (Continued) - (1.5.0.) Teacher Professional Development</i></b>		7.1.16	12.31.16					
	<b><i>Milestone:</i></b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b><i>Milestone:</i></b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b><i>Milestone:</i></b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b><i>Milestone:</i></b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b><i>Milestone:</i></b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>PHS-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
1.6.0.	<b>Activity: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		1.1.13	6.30.13					
1.6.1.	Activity: Review options for student mastery data systems already on US market place.	<i>Dr. Medina - Ms. Arthur Towns</i>	2.15.13	3.15.13	Complete 3.15.13	On Track	Review Options for Unit Mastery Student Data System.	Connects to all RTT-D Projects	
1.6.2.	Activity: Send out and RFA for student mastery data system	<i>Dr. Medina - Ms. Arthur Towns</i>	3.15.13	4.15.13	Complete 4.15.13	On Track	Ask for formal proposals from vendors	Connects to all RTT-D Projects	
1.6.3.	Activity: After review select top companie and request an RFP for Student Mastery Data System	<i>Dr. Medina - Ms. Arthur Towns</i>	5.15.13	6.15.13	In Progress	On Track	Request a formal proposal from top vendors	Connects to all RTT-D Projects	
1.6.4.	Task: Select and purchase student mastery data system	<i>Dr. Medina - Ms. Arthur Towns</i>	6.15.13	6.30.13	In Progress	On Track	Select Unit Mastery Student Data System	Connects to all RTT-D Projects	DW B11
1.6.5.	Task: Send out and RFA for student e-portfolio system	<i>Dr. Medina - Ms. Arthur Towns</i>	2.15.13	3.1.13	Complete 3.1.13	On Track	Review options for student e-portfolio	Connects to School to Career Component of each RTT-D project	
1.6.6.	Task: After review select top companies and request an RFP for Student E-Portfolio Data System	<i>Dr. Medina - Ms. Arthur Towns</i>	3.15.13	4.1.13	Complete 4.1.13	On Track	Ask for formal vendor proposals	Connects to School to Career Component of each RTT-D project	
1.6.7.	Task: Select and purchase student e-portfolio data system	<i>Dr. Medina - Ms. Arthur Towns</i>	4.1.13	4.30.13	Complete 4.30.13	On Track	Select e-portfolio system in line with RTT-D project requirements	Connects to School to Career Component of each RTT-D project	DW B11
1.6.0.	<b><i>Deliverable: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</i></b>		1.1.13	6.30.13					
	<b><i>Deliverable</i></b> <i>Student Unit Mastery data is purchased and set up for use by staff.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.13	6.30.13	Not Begun	On Track			
1.6.0.	<b>Activity: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					

1.6.8.	Activity: <b>(Student Unit Mastery Data System)</b> Provide Training to IS staff to learn to connect student mastery targets to student data system. This is a key component to the Curriculum and Assessment Development related to this project.	<i>Pradere - Ruff- Zona</i>	7.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	PHS C6-C7
1.6.9.	Activity: <b>(Student Unit Mastery Data System)</b> Provide staff development opportunities to teachers in order to align learning targets with student mastery data system	<i>Pradere - Ruff- Zona</i>	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	PHS C6-C7
1.6.10.	Activity: <b>(Student Unit Mastery Data System)</b> Upload learning targets into student mastery data system so that it will be ready for stakeholder use	<i>Pradere - Ruff- Zona</i>	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	PHS C6-C7
1.6.11	Activity: <b>(Student Unit Mastery Data System)</b> Upload Assessment targets in order to align the student data system with unit assessments utilized within the classroom.	<i>Pradere - Ruff- Zona</i>	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	PHS C6-C7
1.6.12.	Activity: <b>(Student Unit Mastery Data System)</b> Teachers will field test post assessments as they are developed and ready for implementation.	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.6.0.	<b>Activity: Year (2) - (1.6.0.) (Continued) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
1.6.13.	Activity: <b>(Student E-PORTFOLIO)</b> Work with district team to set up e-portfolio project on the campus	<i>Pradere - Medina</i>	8.1.13	6.30.14	Not Begun	On Track	E-portfolio set-up		DW C11- C6-C7 PHS C6-C7
1.6.14.	Activity: <b>(Student E-PORTFOLIO)</b> Begin the process of uploading student examples in the student e-portfolio	<i>Ruff - Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 PHS C6-C7
1.6.15.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student grades to e-portfolio	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 PHS C6-C7
1.6.16.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student mastery by unit to e-portfolio	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 PHS C6-C7
1.6.17.	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to college entrance progress for each student	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 PHS C6-C7
1.6.18.	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to career entrance progress for each student	<i>Pioneer Counselor IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 PHS C6-C7
1.6.19	Activity: <b>(Student E-PORTFOLIO)</b> Monitor individual student progress grades and unit mastery progress	<i>Pioneer Counselor IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 PHS C6-C7
1.6.20.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress	<i>Pioneer Counselor IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.21.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress	<i>Pioneer Counselor IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.22.	Activity: <b>(Student E-PORTFOLIO)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.23.	Activity: <b>(Student E-PORTFOLIO)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.0.	<b>Deliverable: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> <i>Purchase software to manage student e-portfolio system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
1.6.0.	<b>Milestone: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>Student Unit Mastery data set up and pilot courses uploading data into the system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	In Progress	On Track			
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (In pilot mode)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
1.6.0.	<b>Activity: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
1.6.24.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 PHS C6-C7
1.6.25.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 PHS C6-C7
1.6.26.	Activity: <b>(Student Unit Mastery Data System)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 PHS C6-C7

1.6.27.	Activity: <b>(Student Unit Mastery Data System)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.28.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress (Includes students new the site including freshman)	<i>IS Team Department Chairs</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.29.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress (Includes students new the site including freshman parents)	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.30.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.31.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan ( <b>Individualized Learning Plan</b> )	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.32.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 PHS C6-C7
1.6.0.	<b>Milestone: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
	<i>Milestone: Student mastery data system is being used by staff to monitor progress of students along path of mastery in all content and all grade levels</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	11.30.14	11.30.14	Not Begun	On Track			
	<b>Milestone:</b> Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Including students in Freshman class)- Process updated on a yearly basis and improvements completed as needed.	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Including students in Freshman class)- Process updated on a yearly basis and improvements completed as needed.	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.15	6.30.15	Not Begun	On Track			
1.6.0.	<b>Activity: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
1.6.33.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 PHS E6-E7
1.6.34.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 PHS E6-E7
1.6.35.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 PHS E6-E7
1.6.36.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11- E6-E7 PHS E6-E7
1.6.37.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11- E6-E7 PHS E6-E7
1.6.0.	<b>Milestone: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
	<b>Milestone:</b> Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (Refined Use)- System updates completed on an as needed basis.	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Refined Use)- System updates completed on an as needed basis.	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Refined Use - Updated as needed)- System updates completed on an as needed basis.	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.6.0.	<b>Activity: 2016 Continued (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					

1.6.38.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 PHS E6-E7
1.6.39.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 PHS E6-E7
	<b>Activity: Work related to Student E-Portfolio</b>		7.1.15	6.30.16					
1.6.40.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 PHS E6-E7
1.6.41.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11- E6-E7 PHS E6-E7
1.6.42.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11- E6-E7 PHS E6-E7
1.6.0.	<b>Milestone: 2016 Continued (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	12.30.16					
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Refined Use - Updated as needed)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	12.30.16	12.30.16	Not Begun	On Track			
1.7.0.	<b>Activity: Year (1) - (1.7.0) Student individualized Learning Opportunities</b>		1.1.13	6.31.13					
1.7.1.	Activity: <b>(School to Career Pathway)</b> The Pioneer counselor will provide career guidance to students along one of the career pathways.	<i>Pradere - IS Team</i>	5.1.13	6.30.13	In Progress	On Track	Students will receive guidance along a career pathway and services will be provided primarily by the school counselor		PHS C6-C7
1.7.2.	Activity: <b>(School to Career Pathway)</b> Begin the process of developing school to community partners who will work with the district to provide internships for PHS students.	<i>Contine - Michele Lewis</i>	4.23.13	6.30.13	In Progress	On Track	School to community meetings including partnership development activities.		PHS C6-C7 DW C6-C7
1.7.3.	Activity: <b>(School to Career Pathway)</b> Start the process of developing a community partner data base	<i>Contine-Medina</i>	4.23.13	6.30.13	In Progress	On Track			PHS C6-C7
1.7.4.	Activity: <b>(School to Career Pathway)</b> Begin building the infrastructure for Career Pathway - School within a School	<i>Zona - IS Team</i>	5.15.13	6.30.13	In Progress	On Track	Begin building the School within a School Model planning for all students to select a Career Pathway and provide support services related to this		PHS C6-C7 DW C6-C7
1.7.0.	<b>Milestone: Year (1) - (1.7.0.) (Continued) Individualized Student Learning Opportunities</b>		7.1.13	6.30.13					
	<b>Milestone:</b> <i>Freshman transitions class designed and all learning targets, assessments, and required expectations in place. This is the connection point where the high school students move into the school within a school model.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.13	6.30.13	Not Begun	On Track			
1.7.0.	<b>Activity: Year (2) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.13	6.30.13					
17.5.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework)	<i>Counseling Team</i>	8.1.13	3.30.13	Not Begun	On Track	School within a school alignment to career pathway		PHS D6-D7
1.7.6.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.13	12.30.13	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		PHS D6-D7
1.7.8.	Activity: <b>(School to Career Pathway)</b> Develop a four year plan for each student as part of the Freshman transition project (Individualized student plan)	<i>Counseling Team</i>	1.1.14	6.30.14	Not Begun	On Track	Required for Nevada Students		PHS D6-D7
1.7.9.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.14	6.30.14	Not Begun	On Track			PHS D6-D7 DW C11
1.7.10.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Zona - A-Team Members</i>	3.1.14	6.30.14	Not Begun	On Track	Work to be completed at the Pioneer High A-Team		PHS D6-D7
1.7.11.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	8.01.13	6.30.14	Not Begun	On Track	Monthly meetings at district level to improve partnerships		PHS D6-D7

1.7.0.	<b>Activity: Year (2) - (1.7.0.) (Continued)</b> <b>Student individualized Learning Opportunities</b>		7.1.13	6.30.13					
1.7.12.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		PHS D6-D7
1.7.13.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		PHS D6-D7
1.7.14.	Activity: <b>(School to Career Pathway)</b> Continue to develop and implement the school within a school model - aligning students and student services to one of the six career pathways.	<i>Contine- Michele Lewis- Zona - Counseling Team</i>	7.1.13	6.30.14	Not Begun	On Track	Students select career pathway and the organization continues to build systemic opportunities for students in that area.		PHS D6-D7
1.7.0.	<b>Milestone: Year (2) - (1.7.0.)</b> <b>Individualized Student Learning Opportunities</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>Freshman transition class in place and students are registered and participating in the course during the first semester</i>	<i>Zona - A-Team Members</i>	12.30.13	12.30.13	Not Begun	On Track			
	<b>Milestone:</b> <i>All students have a four year plan in place across the campus. This includes a selection of the career path</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>A timeline is in place for all students to complete a career internship</i>	<i>Pradere - Medina-Contine - Lewis</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>1. Number of students who have entered freshman transition course and what the individual student perception was regarding the experience</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	2.28.14	2.28.14	Not Begun	On Track			
	<b>Milestone:</b> <i>School within a school in place and students aligned with career pathway and receive support related to this selection</i>	<i>Contine- Michele Lewis- Zona - Counseling Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.7.0.	<b>Activity: Year (3) - (1.7.0.)</b> <b>Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.17.	Activity: <b>(School to Career Pathway)</b> Develop a four year plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	8.1.14	12.31.14	Not Begun	On Track	Required for Nevada Students		PHS D6-D7
1.7.15.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.13	12.31.14	Not Begun	On Track	School within a school alignment to career pathway		PHS D6-D7
1.7.16.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.15	6.30.15	Not Begun	On Track			PHS D6-D7 DW-D11
1.7.17.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Zona - A-Team Members</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.7.18.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.7.19.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.7.20.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		PHS D6-D7
1.7.0.	<b>Activity: Year (3) - (1.7.0.) (Continued)</b> <b>Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.21.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Zona - IS Team</i>	7.1.14	6.30.15	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		PHS D6-D7
1.7.22.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			PHS D6-D7
1.7.23.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			PHS D6-D7
1.7.24.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			PHS D6-D7
1.7.25.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			PHS D6-D7
1.7.26.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			PHS D6-D7
1.7.27.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			PHS D6-D7



1.7.0.	<b>Deliverable: Year (3) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.14	6.30.15					
	<b>Deliverable:</b> Freshman transition class in place and students are registered and participating in the course during the first semester (Addressing Freshman for current year)	Zona - A-Team Members	12.30.14	12.30.14	Not Begun	On Track			
	<b>Deliverable:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)	Dr. Medina - Ms. Arthur Towns	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Committee in place and timeline for all students to complete a career internship	Pradere - Medina-Contine - Lewis	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Milestone: Year (3) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.14	6.30.15					
	<b>Milestone:</b> Freshman transition class in place and students are registered and participating in the course during the first semester (System reviewed and updated as needed)	Zona - A-Team Members	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (System reviewed and updated as needed)	Dr. Medina - Ms. Arthur Towns	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> A timeline is in place for all students to complete a career internship	Pradere - Medina-Contine - Lewis	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> 1. Number of students who have entered freshman transition course and what the individual student perception was regarding the experience (System reviewed and updated as needed)	Dr. Medina - Ms. Arthur Towns	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> School within a school in place and students aligned with career pathway and receive support related to this selection (System reviewed and updated as needed)	Contine- Michele Lewis- Zona - Counseling Team	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone</b> Number of students who have entered freshman transition course and what the individual student perception was regarding the experience (System reviewed and updated as needed)	Dr. Medina - Ms. Arthur Towns	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone</b> Student Performance Data related to grade passage and earned credits (System reviewed and updated as needed)	Pradere - Medina	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Milestone: Year (3) - (1.7.0.) (Continued) Individualized Student Learning Opportunities</b>		7.1.14	6.30.15					
	<b>Milestone</b> Student mastery of content all grade levels all content area (System reviewed and updated as needed)	Pradere - Medina	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Activity: Year (4) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.28.	Activity: <b>(School to Career Pathway)</b> Develop a four year college and career plan for each student as part of the Freshman transition project	Counseling Team	1.1.16	6.30.16	Not Begun	On Track	Required for Nevada Students		PHS E6-E7
1.7.29.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	Counseling Team	1.1.16	6.30.16	Not Begun	On Track			PHS E6-E7 DW 11
1.7.30.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	Counseling Team	8.1.15	12.31.15	Not Begun	On Track	School within a school alignment to career pathway		PHS E6-E7
1.7.31.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan. (College and Career Progress)	Zona - A-Team Members	8.1.16	6.30.16	Not Begun	On Track			PHS E6-E7
1.7.32.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	Contine- Michele Lewis	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.7.0.	<b>Activity: Year (4) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.33.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	Counseling Team	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.7.34.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	Counseling Team	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		PHS D6-D7
1.7.35.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	Zona - IS Team	7.1.15	6.30.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		PHS E6-E7
1.7.36.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	IS - Team	7.1.15	6.30.16	Not Begun	On track			PHS E6-E7



1.7.37.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			PHS E6-E7
1.7.0.	<b>Activity: Year (4) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.38.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			PHS E6-E7
1.7.39.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			PHS E6-E7
1.7.40.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			PHS E6-E7
1.7.41.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			PHS E6-E7
1.7.0.	<b>Milestone: Year (4) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.15	6.30.16					
	<b>Milestone:</b> Freshman transition class in place and students are registered and participating in the course during the first semester (Freshman for current school year)(System reviewed and updated quarterly as needed)	<i>Zona - A-Team Members</i>	8.30.15	8.30.15	Not Begun	On Track			
	<b>Milestone:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.15	12.30.15	Not Begun	On Track			
	<b>Milestone:</b> Committee in place and timeline for all students to complete a career internship (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina-Contine - Lewis</i>	12.30.15	12.30.15	Not Begun	On Track			
	<b>Milestone:</b> Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.7.0.	<b>Milestone: Year (4) - (1.7.0.) (Cont.) Individualized Student Learning Opportunities</b>		7.1.15	6.30.16					
	<b>Milestone:</b> Number of students who have entered freshman transition course and what the individual student perception was regarding the experience(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.7.0.	<b>Activity: 2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		6.30.16	12.30.16					
1.7.42.	Activity: <b>(School to Career Pathway)</b> Develop a four year college and career plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	11.1.16	12.30.16	Not Begun	On Track	Required for Nevada Students		PHS E6-E7
1.7.43.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.16	12.30.16	Not Begun	On Track			PHS E6-E7 DW E-11
1.7.44.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.16	12.31.16	Not Begun	On Track	School within a school alignment to career pathway		PHS E6-E7
1.7.0.	<b>Activity: 2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		6.30.16	12.30.16					
1.7.45.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Zona - A-Team Members</i>	8.1.16	12.30.16	Not Begun	On Track			PHS E6-E7
1.7.46.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.15	12.30.16	Not Begun	On Track			PHS E6-E7

1.7.47.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.15	12.30.16	Not Begun	On Track			PHS E6-E7
1.7.48.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		PHS D6-D7
1.7.0.	<b>2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.16	6.30.16					
1.7.49.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Zona - IS Team</i>	7.1.15	12.30.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		PHS E6-E7
1.7.50.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			PHS E6-E7
1.7.51.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			PHS E6-E7
1.7.52.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			PHS E6-E7
1.7.53.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			PHS E6-E7
1.7.54.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			PHS E6-E7
1.7.55.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			PHS E6-E7
1.7.0.	<b>Milestone: 2016 (Continued) - (1.7.0.) Individualized Student Learning Opportunities-</b>		7.1.16	12.30.16					
	<b>Milestone:</b> Freshman transition class in place and students are registered and participating in the course during the first semester (Freshman for current school year)(System reviewed and updated quarterly as needed)	<i>Zona - A-Team Members</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Committee in place and timeline for all students to complete a career internship (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina-Contine - Lewis</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.7.0.	<b>Milestone: 2016 (Continued) - (1.7.0.) Individualized Student Learning Opportunities-</b>		7.1.16	12.30.16					
	<b>Milestone:</b> Number of students who have entered freshman transition course and what the individual student perception was regarding the experience(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.8.0.	<b>Activity: Year (1) - (1.8.0.) Family Engagement</b>		1.1.13	6.30.13					
1.8.0.	<b>Activity: Year (2) - (1.8.0.) Family Engagement</b>		7.1.13	6.30.14					
1.8.1.	Activity: Parent Portal Built and access aligned for parents to the e-portfolio	<i>Medina and Arthur</i>	7.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.8.2.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Pioneer Counselor IS Team</i>	12.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.8.3.	Activity: Connect parents to student e-portfolio	<i>Pioneer Counselor IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			PHS C6-C7

1.8.4.	Activity: Connect parents to student mastery data system	<i>Pioneer Counselor IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.8.5.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Pioneer Counselor IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.8.6.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.8.7.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	3.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.8.8.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Pioneer Counselor Michele Lewis</i>	7.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.8.0.	<b>Activity: Year (3) - (1.8.0) Family Engagement</b>		7.1.14	6.30.15					
1.8.9.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.8.10.	Activity: Connect parents to student e-portfolio	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.8.11.	Activity: Connect parents to student mastery data system	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.8.12.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Pioneer Counselor IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.8.13.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.8.14.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.8.15.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Pioneer Counselor Michele Lewis</i>	7.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.8.0.	<b>Activity: Year (4) - (1.8.0.) Family Engagement</b>		7.1.15	6.30.16					
1.8.16.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Pioneer Counselor IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.8.17.	Activity: Connect parents to student e-portfolio	<i>Pioneer Counselor IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.8.18.	Activity: Connect parents to student mastery data system	<i>Pioneer Counselor IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.8.19.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Pioneer Counselor IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.8.20.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.8.21.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.8.22.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Pioneer Counselor Michele Lewis</i>	7.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.8.0.	<b>Activity: 2016 (Continued) - (1.8.0) Family Engagement</b>		7.1.16	12.31.16					
1.8.23.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Pioneer Counselor IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			PHS E6-E7
1.8.24.	Activity: Connect parents to student e-portfolio	<i>Pioneer Counselor IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			PHS E6-E7
1.8.25.	Activity: Connect parents to student mastery data system	<i>Pioneer Counselor IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			PHS E6-E7
1.8.26.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Pioneer Counselor IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			PHS E6-E7 DW e11
1.8.27.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			PHS E6-E7
1.8.28.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.16	12.30.16	Not Begun	On Track			PHS E6-E7 DW E11
1.8.28.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Pioneer Counselor Michele Lewis</i>	7.1.16	12.30.16	Not Begun	On Track			PHS E6-E7
1.9.0.	<b>Activity: Year (1) - (1.9.0.) After School Intervention Program</b>		1.1.13	6.30.13					
1.9.1.	Activity: Identify students who require credit recovery for summer school support	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			PHS B6-B7 PHS B13
1.9.2.	Activity: Place students	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			PHS B6-B7 PHS B13
1.9.3.	Activity: Monitor Progress on a weekly basis	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			PHS B6-B7 PHS B13
1.9.0.	<b>Deliverable: Year (1) - (1.9.0.) Afterschool - summer school intervention programs</b>	<i>IS Team</i>	1.1.13	6.30.13					
	<b>Deliverable:</b> (Performance Report): Number of students and student performance rate for participating students	<i>Pradere Medina</i>	6.30.13	6.30.13	Not Begun	On Track			
1.9.0.	<b>Activity: Year (2) - (1.9.0.) After School Intervention Program</b>		7.1.13	6.30.14					
1.9.4.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.9.5.	Task: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS C6-C7

1.9.6.	Activity: Place eligible students into the after school program	IS Team	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7 PHS C 13
1.9.7.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.9.8.	Activity: Provide after school transportation for participating students on a limited basis (Walk-in self transportation campus)	IS Team	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7 PHS C 13
1.9.9.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7 PHS C 13
1.9.10.	Activity: Evaluate the overall success of the project	IS Team	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.9.0.	<b>Deliverable: Year (2) - (1.9.0.)</b> Activity Afterschool - summer school intervention programs	IS Team	7.1.13	6.30.14					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students	Pradere Medina	6.30.14	6.30.14	Not Begun	On Track			
1.9.0.	<b>Activity: Year (3) - (1.9.0.)</b> <b>Activity 1.9:</b> <b>After School Intervention Program</b>		7.1.14	6.30.15					
1.9.11.	Activity: Identify Students who require additional support outside the classroom	IS Team	9.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.9.12.	Activity: Hire staff members to support the project including a project coordinator	IS Team	8.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.9.13.	Activity: Place eligible students into the after school program	IS Team	9.1.14	6.30.15	Not Begun	On Track			PHS D6-D7 PHS C 13
1.9.14.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.9.15.	Activity: Provide after school transportation for participating students on a limited basis (Walk-in self transportation campus)	IS Team	9.1.14	6.30.15	Not Begun	On Track			PHS D6-D7 PHS C 13
1.9.16.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7 PHS C 13
1.9.17.	Activity: Evaluate the overall success of the project	IS Team	9.1.14	6.30.15	Not Begun	On Track			PHS D6-D7
1.9.0.	<b>Deliverable: Year (3) - (1.9.0.)</b> Afterschool - summer school intervention programs	IS Team	7.1.14	6.30.15					
	<b>Deliverable</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	Pradere Medina	6.30.15	6.30.15	Not Begun	On Track			
1.9.0.	<b>Activity: Year (4) - (1.9.0.)</b> <b>After School Intervention Program</b>		7.1.15	6.30.16					
1.9.18.	Activity: Identify Students who require additional support outside the classroom	IS Team	9.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.9.19.	Activity: Hire staff members to support the project including a project coordinator	IS Team	8.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.9.20.	Activity: Place eligible students into the after school program	IS Team	9.1.15	6.30.16	Not Begun	On Track			PHS E6-E7 PHS E13
1.9.21.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.9.22.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7 PHS C 13
1.9.23.	Activity: Provide after school transportation for participating students on a limited basis (Walk-in self transportation campus)	IS Team	9.1.15	6.30.16	Not Begun	On Track			PHS E6-E7 PHS E13
1.9.24.	Activity: Evaluate the overall success of the project	IS Team	9.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.9.0.	<b>Deliverable: Year (4) - (1.9.0.)</b> Afterschool - summer school intervention programs		7.1.15	6.30.16					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	Pradere Medina	6.30.16	6.30.16	Not Begun	On Track			
1.9.0.	<b>Activity: 2016 (Continued) - (1.9.0)</b> After School Intervention Program		7.1.16	12.31.16					
1.9.25.	Activity: Identify Students who require additional support outside the classroom	IS Team	9.1.15	12.31.16	Not Begun	On Track			PHS E6-E7
1.9.26.	Activity: Hire staff members to support the project including a project coordinator	IS Team	8.1.15	12.31.16	Not Begun	On Track			PHS E6-E7
1.9.27.	Activity: Place eligible students into the after school program	IS Team	9.1.15	12.31.16	Not Begun	On Track			PHS E6-E7 PHS E13
1.9.28.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.15	12.31.16	Not Begun	On Track			PHS E6-E7
1.9.29.	Activity: Provide after school transportation for participating students on a limited basis (Walk-in self transportation campus)	IS Team	9.1.15	12.31.16	Not Begun	On Track			PHS E6-E7 PHS E13
1.9.30.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7 PHS C 13
1.9.31.	Activity: Evaluate the overall success of the project	IS Team	9.1.15	12.31.16	Not Begun	On Track			PHS E6-E7
1.9.0.	<b>Deliverable: 2016 (Continued) (1.9.0.)</b> Afterschool - summer school intervention programs		7.1.16	12.31.16					

	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	Pradere Medina	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Activity: Year (1) (1.10.0.) Project monitoring and evaluation plan</b>		1.1.13	6.30.13					
1.10.1.	Activity: Evaluation Model - Create a Comprehensive Plan for all elements of the project at each level - Developed in collaboration with the University of Nevada (Dr. Bill Thornton) - The plan will be underdevelopment until July 30, 2013.	Dr. Pradere Dr. Medina Dr. Thornton	5.1.13	6.30.13	In progress	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website.		DW B6-B7  PHS B6-B7
1.10.0.	<b>Activity: Year (2) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.2.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	Dr. Pradere Dr. Medina Dr. Thornton	6.30.13	7.30.13	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW C6-C7  PHS C6-C7
1.10.3.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the A9Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	6.30.13	7.1.14	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW C6-C7  PHS C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.4.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.5.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.6.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.7.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.8.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.9.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.10.	Activity: Reduction in achievement gap will be reviewed yearly	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.11.	Activity: Other student performance measures	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.12.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.13.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 PHS C6-C7
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.13	6.30.14					

	<i>Deliverable: Quarterly curriculum implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly common assessment implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly instructional practices implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly reports defining student performance within the system. This includes both academic and school to career development</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly reports defining stakeholder adoption of Learner Centered Practices.</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.13	12.31.16					
	<b>Milestone: Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.</b>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (3) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.14.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW D6-D7 PHS D6-D7
1.10.15.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW D6-D7 PHS D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.16.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7 PHS D6-D7



1.10.17.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.18.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.19.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.20.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.21.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.22.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.23.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.24.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.25.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  PHS D6-D7
1.10.0.	<b>Milestone: Year (3) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.14	6.30.15					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (3) - (1.10.0.) (Continued) Program evaluation Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.14	6.30.15					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		

	<b>Milestone: Programmatic review of Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (4) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.26.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7  PHS E6-E7
1.10.27.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7  PHS E6-E7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.28.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.29.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.30.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.31.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.32.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.33.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.34.	Activity: Monitor reduction in achievement gap will be reviewed quarterly and yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.35.	Activity: Other student performance measures will be reviewed and measured quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.36.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.37.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7



1.10.0.	<b>Milestone: Year (4) - (1.10.0.)</b> <b>Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.15	6.30.16					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's: implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (4) - (1.10.0.)</b> <b>(Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: 2016 Continued (1.10.0.)</b> <b>Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.38.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	Dr. Pradere Dr. Medina Dr. Thornton	7.1.16	12.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7  PHS E6-E7
1.10.39.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.16	12.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7  PHS E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.)</b> <b>Project monitoring and evaluation plan</b>		7.1.16	12.30.16					

1.10.40.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.41.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.42.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.43.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.44.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.45.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.46.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.47.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.48.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.49.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  PHS E6-E7
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	12.30.16					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) (Continued) Program evaluation Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		

	<b>Milestone: Programmatic review of Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced</b>	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.11.0.	<b>Activity: Year (1) (1.11.0.) Counselor Support</b>		1.1.13	6.30.13					
1.11.1.	Activity: Form Secondary Counselor Implementation Team (RTT-D Counselor Advisory Team)	<i>Pradere Medina</i>	6.1.13	6.30.13	Not Begun	On Track	Team is made up of Transformation office director, Director of accountability, a site administrator from each site and a counselor from each site. The group meets monthly.		DW B6-B7 PHS B6-B7 CMS B6-B7 EVMS B6-B7 Pion. B6-B7
1.11.0.	<b>Activity: Year (2) (1.11.0.) Counselor Support</b>		7.1.13	6.30.14					
1.11.2.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW C6-C7 PHS C6-C7 CMS C6-C7 EVMS C6-C7 Pion. C6-C7
1.11.3.	Provide guidance to students in both academic and career counseling (4 year plan development and monitoring)	<i>Pioneer Counselor Lewis Contine</i>	8.1.13	6.30.14	Not Begun	On Track	4 year plan development and monitoring		PHS C6-C7
1.11.4.	Promote and support work on the career development model (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Zona Lewis</i>	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7 PHS C6-C7
1.11.5.	Verify student progress within each cluster - both academic and career based	<i>Zona - Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.11.6.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Zona - Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.11.7.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	3.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.11.8.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	1.1.14	6.30.14	Not Begun	On Track			PHS C6-C7
1.11.9.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	9.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.11.10.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS C6-C7
1.11.0.	<b>Activity: Year (3) (1.11.0.) Counselor Support</b>		7.1.14	6.30.15					
1.11.12.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.14	6.30.15	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW D6-D7 PHS D6-D7 CMS D6-D7 EVMS D6-D7 Pion. D6-D7
1.11.13.	Provide guidance to students in both academic and career counseling (4 year plan development and monitoring)	<i>Pioneer Counselor Lewis Contine</i>	8.1.14	6.30.15	Not Begun	On Track	4 year plan development and monitoring		PHS D6-D7
1.11.14.	Promote and support work on the career development model (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Zona Lewis</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7 PHS D6-D7
1.11.15.	Verify student progress within each cluster - both academic and career based	<i>Zona - Counseling Team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS D6-D7
1.11.16.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Zona - Counseling Team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS D6-D7
1.11.17.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS D6-D7
1.11.18.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS D6-D7
1.11.19.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS D6-D7
1.11.20.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			PHS D6-D7
1.11.0.	<b>Activity: Year (4) (1.11.0.) Counselor Support</b>		7.1.15	6.30.16					
1.11.21.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7 PHS E6-E7 CMS E6-E7 EVMS E6-E7 Pion. E6-E7

1.11.22.	Provide guidance to students in both academic and career counseling (4 year plan development and monitoring)	<i>Pioneer Counselor Lewis Contine</i>	8.1.15	6.30.16	Not Begun	On Track	4 year plan development and monitoring		PHS E6-E7
1.11.23.	Promote and support work on the career development model (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Zona Lewis</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7 PHS E6-E7
1.11.24.	Verify student progress within each cluster - both academic and career based	<i>Zona - Counseling Team</i>	8.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.11.25.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Zona - Counseling Team</i>	8.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.11.26	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.11.27.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.11.28.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.11.29.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			PHS E6-E7
1.11.0.	<b>Activity: 2016 Continued (1.11.0.) Counselor Support</b>		7.1.16	12.31.16					
1.11.30.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7 PHS E6-E7 CMS E6-E7 EVMS E6-E7 Pion. E6-E7
1.11.31.	Provide guidance to students in both academic and career counseling (4 year plan development and monitoring)	<i>Pioneer Counselor Lewis Contine</i>	7.1.16	12.31.16	Not Begun	On Track	4 year plan development and monitoring		PHS E6-E7
1.11.32.	Promote and support work on the career development model (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Zona Lewis</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7 PHS E6-E7
1.11.33.	Verify student progress within each cluster - both academic and career based	<i>Zona - Counseling Team</i>	7.1.16	12.31.16	Not Begun	On Track			PHS E6-E7
1.11.34.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Zona - Counseling Team</i>	7.1.16	12.31.16	Not Begun	On Track			PHS E6-E7
1.11.35	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			PHS E6-E7
1.11.36.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			PHS E6-E7
1.11.37.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			PHS E6-E7
1.11.38.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			PHS E6-E7
1.12.0.	<b>Activity: Year 1- (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		1.1.2013	6.30.13					
1.12.0.	<b>Activity: Year (2) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.13	6.30.14					
1.12.1.	Activity: Purchase a computer workstation for placement in the office area for parent use.	<i>Zona</i>	11.30.13	12.30.13	Not Begun	On Track	Purchase low cost computer for access to parent portal.		PHS B10
1.12.2.	Activity: Open access to parents provide staff support as needed for parents to access student information	<i>Counseling Team Zona</i>	9.15.30	12.30.13	Not Begun	On Track	Place access point in a place where office staff can provide assistance as needed.		
1.12.3.	Activity: Provide training to parents so that they can access the data	<i>Counseling Team Zona</i>	1.1.14	6.30.14	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		PHS B6-B7
1.12.4.	Activity: Select a location to place the workstation.	<i>Zona</i>	9.15.30	12.30.13	Not Begun	On Track	Select a workstation area close to administrative support		
1.12.5.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	11.30.13	6.30.14	Not Begun	On Track			PHS B6-B7
	<b>Milestone: Year (1) - (1.12.0.) Information Meetings Deliverable and Milestone</b>		1.1.13	6.30.13					
	<b>Milestone: Kiosk or work station in office open for parents and parents can access the related student information during school hours.</b>	<i>Zona</i>	2.20.13	2.20.13	Not Begun	On Track	Completed Roll Out Meetings with staff		
1.12.0.	<b>Activity: Year (3) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.14	6.30.15					
1.12.6.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.14	6.30.15	Not Begun	On Track			
1.12.7.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Team Zona</i>	7.1.14	6.30.15	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		PHS D6-D7
1.12.0.	<b>Activity: Year (4) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.15	6.30.16					

1.12.8.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.15	6.30.16	Not Begun	On Track			
1.12.9.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Team Zona</i>	7.1.15	6.30.16	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		PHS E6-E7
1.12.0.	<b>Activity: 2016 - (1.12.0.) (Continued) Electronic computer work station for parents on site (Kiosk)</b>		7.1.16	12.30.16					
1.12.10.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.16	12.30.16	Not Begun	On Track			
1.12.11.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Team Zona</i>	7.1.16	12.30.16	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		PHS E6-E7

Grantee Name: Carson City School District									
Project # 3 Eagle Valley Middle School - Learner-Centered Campus									
<b>Project Goals/Desired Outcomes:</b> 1. <b>Standards:</b> Adopting standards and assessments that prepare students to succeed in college and the work place so that they are prepared to compete in a global economy; 2. <b>Data Systems:</b> Employ a data subsystem to measure student growth and success, and inform teachers and principals with data about how they can improve instruction; 3. <b>Strong teachers and administrators:</b> Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. 4. <b>School Improvement:</b> Turning around the lowest achieving schools.									
Narrative: This project is based on a full system redesign and program implementation addressing curriculum, assessment, instruction, and organizational development (leadership). Organizational development includes system improvements in Central Office Leadership, Establish Transformation Office and fully staff that office, Implementation Specialists services, site administrator skills and practices, teacher leader development including department chairs and other site educators, mastery student data system, individualized student portfolios, family and community engagement; this project will review current practices and then will revise and improve those practices.									
Key Performance Measures: Staffing: Implementation specialists hired and trained to begin work with transformation office to facilitate development of the project. Standards: Redesign curriculum in all courses to align with common core standards, the process will include setting the learning targets for all courses taught grades 6-8. Horizontal and vertical alignment to match college and career expectations. Assessment: Common unit and semester assessments will be designed, developed, and aligned with learning targets established within the curriculum. Data Systems: Mastery data system will be designed or purchased to measure mastery of each standard or identified skill. Individualized student portfolios that provides an academic and career pathway as well as connect the student data mastery information to each student. Data system will be used by all stakeholders to define success within the system. Instruction will be based on mastery, data collected within the data system will be used to verify that every student meets mastery in all courses and in all grade levels. Parents will have access to the student e-portfolio and all the components. Strong Teachers and Administrators: Teacher and administrator practices change from delivery-centered to learner-centered practices. Training will be provided to help these site leaders reflect about current and future practices so that they can effectively work in a Learner-Centered System. Work in Professional Learning communities will shift to focus on students meeting mastery targets. This professional conversation will center on students meeting learning targets and the use of data to verify success or a catalyst for future interventions and program improvement. Finally a program evaluation will be developed to verify the successful development and implementation of each component of this model.									
Cross-reference to other projects: Each of the four projects are connected to the development of the four components of the Learner-Centered Model. Carson High School and Pioneer High school are the least developed of the projects and will require significant effort to move this component of the project forward.									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District including Eagle Valley Middle School Year		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at the middle school campus.	Stokes, Keema, Delfin, Pradere, Conley	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 EVMS B6-B7
1.1.0.	<b>Activity: Year (1) - (1.1.0.) Informational Meetings Continued.</b>		1.1.13	6.30.13					
1.1.2.	Activity: Full staff introduction and recruit staff members to apply for implementation specialists positions	Stokes, Keema, Delfin, Pradere, Conley	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to full staff at campus faculty meeting	All Projects	DW B6-B7 EVMS B6-B7
1.1.3.	Activity: Meet with Individual Departments and review the RTT-D plan, also recruit staff members to serve in Implementation Specialists roles	Stokes, Keema, Delfin, Pradere, Conley	1.20.13	2.20.13	Completed 2.15.13	On Track	Met with each department and introduced the RTT-D project.	All Projects	DW B6-B7 EVMS B6-B7
1.1.0.	<b>Activity: Year (1) - (1.1.0.) Informational Meetings Continued.</b>		1.1.13	6.30.13					
	<b>Milestone: Year (1) - (1.1.0.) Information Meetings Deliverable and Milestone</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Meet with all district staff members in order to introduce RTT-D requirements and impact on each campus. This will allow the district to recruit staff members to serve in newly created RTT-D positions	Stokes, Keema, Delfin, Pradere, Conley	2.20.13	2.20.13	Completed 2.20.13	On Track	Completed Roll Out Meetings with staff	All Projects	
1.1.0.	<b>Activity: Year (2) - (1.1.0.) Informational Meetings</b>		7.1.13	6.30.14					
1.1.0.	<b>Activity: Year (3) - (1.1.0.) Informational Meetings</b>		7.1.14	6.30.15					
1.1.0.	<b>Activity: Year (4) - (1.1.0.) Informational Meetings</b>		7.1.15	6.30.16					
1.1.0.	<b>Activity: 2016 - (Continued) Informational Meetings</b>		7.1.16	12.30.16					
1.2.0.	<b>Activity: Year (1) - (1.2.0.) Project Staffing</b>		1.1.13	6.30.13					
1.2.1.	Task: Hire Transformation Office Director	Stokes, Keema, Delfin,	12.20.12	1.3.13	Completed 1.03.13	On Track	District Hired Dr. Steven Pradere to serve as the Transformation office Director	District Office Project - This activity is identified and funded at the District Office Level	District B6-B7
1.2.2.	Task: Hire Implementation Specialists (IS) (2)	Pradere, Keema, Delfin, Medina	2.15.13	3.27.13	Completed 3.27.13	On Track	Candidates selected. Currently serving in the same role under the SIG 1003(g) project. Will move into RTT-D dollars sometime in July or August once the final dollars of SIG are expended. Duties are exactly the same in both grants and will be ongoing throughout the transition. 1. Kari Pryor (TOSA) 2. Dr. Jennifer Ward-DeJoseph (TOSA)	Staff will work primarily on EVMS project but will also support system improvement on each of the remaining campuses	EVMS B6-B7
1.2.0.	<b>Activity: Year (1) - (1.2.0.) (Continued) Project Staffing</b>		1.1.13	6.30.13					



Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.2.3.	Task: Hire administrative assistants (1)	Pradere	3.15.13	6.15.13	Completed 3.27.13	On Track	Candidate selected: Page Ellis and will begin service 4.29.13. Office located at Carson High School this person will support the development of school to career opportunities for students as well as data collection and reporting related to the grant.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.3.	Task: Hire administrative assistant (2)	Pradere	6.1.13	7.1.13	In progress	On Track	Services same as above cell. The district will place two of these positions in June 2013 when a work station is available.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.4.	Activity: Assign service parameters for each IS candidate	Pradere	3.15.13	4.30.13	Completed 3.27.13	On Track	Aligning services to departments and project pillars including program evaluation		EVMS B6-B7
1.2.5.	Activity: Department chair interviews - hire replacements or rehire existing department chair candidates for Eagle Valley Middle School - Candidates must move through a performance interview.	Conley	4.1.13	6.01.13	In progress	On Track	Rewrite department chair descriptions, interview and hire department chairs with expectations that align with RTT-D grant		EVMS B6-B7
1.2.0.	Activity: Year (2) - (1.2.0.) Project Staffing		7.1.13	6.30.15					
1.2.6.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	Conley	8.1.13	6.30.14	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		EVMS C6-C7
1.2.0.	Activity: Year (3) - (1.2.0.) Project Staffing		7.1.14	6.30.15					
1.2.7.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	Conley	8.1.14	6.1.15	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		EVMS D6-D7
1.2.0.	Activity: Year (4) - (1.2.0.) Project Staffing		7.1.15	6.30.16					
1.2.8.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	Conley	8.1.15	6.1.16	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		EVMS E6-E7
1.2.0.	Activity: 2016 (Continued) - (1.2.0.) Project Staffing		7.1.15	12.30.16					
1.2.9.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	Conley	8.1.16	12.31.16	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		EVMS E6-E7
1.3.0.	Activity: Year (1) - (1.3.0.) Professional Development for Implementation Specialists (IS)		1.1.13	7.1.13					
1.3.1.	Activity: Introductory Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	Pradere - Medina - Pryor - Ward-DeJoseph Burton Gosselin	4.23.13	6.30.13	In progress	On Track	Intense training will take place 4.23.13 to 6.7.13 and then will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		EVMS B6-B7 B8 B10
1.3.0.	Activity: Year (2) - (1.3.0.) Professional Development for Implementation Specialists (IS)		7.1.13	6.30.14					
1.3.2.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	Pradere - Medina - Pryor - Ward-DeJoseph Burton Gosselin	7.1.13	6.30.14	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		EVMS C6-C7 DW C6-C7 C8 C10
1.3.0.	Activity: Year (3) - (1.3.0.) Professional Development for Implementation Specialists (IS)		7.1.14	6.30.15					

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.3.3.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Medina - Pryor - Ward- DeJoseph Burton Gosselin</i>	7.1.14	6.30.15	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		EVMS D6-D7 DW D6-D7 D8 D10
1.3.0.	<b>Activity: Year (4) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.15	6.30.16					
1.3.4.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Medina - Pryor - Ward- DeJoseph Burton Gosselin</i>	7.1.15	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		EVMS E6-E7 DW E6-E7 E8 E10
1.3.0.	<b>Activity: 2016 (Continued) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>								
1.3.5.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Medina - Pryor - Ward- DeJoseph Burton Gosselin</i>	7.01.16	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		EVMS E6-E7 DW E6-E7 E8 E10
1.4.0.	<b>Activity: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.1.	Activity: Develop an organizational reform team made up of Director of Transformation, Associate Superintendent; Director of Accountability; Site administration team including the principal, vice principal, and the two IS team members assigned to the school site. Team is know as EVMS Administrative Team (EVMS = SST Team)	<i>Pradere-Keema- Medina</i>	2.15.13	6.30.13	In Progress	On Track	Training and support will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for administrative staff members to support and lead professional development opportunities for both teachers and administrators.		DW B6-B7 EVMS B6-B7
1.4.2.	Activity: Set weekly meeting times to meet 2-3 hours every other week for (EVMS- SST Team)	<i>Pradere</i>	2.15.13	6.30.13	In progress	On Track	Current time set and team is meeting weekly. Current work is developing organizational structures including PLC times, start and end times, etc.		DW B6-B7 EVMS B6-B7
1.4.3.	Activity: Develop the organizational structures including schedule, planning times, PLC's etc.	<i>Pradere - Pryor - Ward- Conley</i>	3.15.13	6.30.13	In progress	On Track	Meeting times for leadership teams are easily set. PLC schedules will be set in August once master schedule is finalized		DW B6-B7 EVMS B6-B7
1.4.4.	Activity: Provide training on utilizing performance interview practices and methods for selecting most qualified and effective teachers.	<i>Pradere-Keema- Medina</i>	3.15.13	6.30.13	In progress	On Track	Performance interview for teacher or administrator positions requires applicants to demonstrate learner- centered practices related to the position that they are applying for.		DW B6-B7 EVMS B6-B7
1.4.0.	<b>Activity: Year (1) - (1.4.0.) (Continued) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.5.	Activity: Complete hiring and staff placement for the 2013-2014 school year utilizing the performance interview process.	<i>Pradere-Keema- Medina</i>	3.15.13	6.30.13	In progress	On Track	Staff hiring and staff placement will be completed for 2013-2014 school year by 8.01.13		DW B6-B7 EVMS B6-B7
1.4.0.	<b>Deliverable: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
	<b>Deliverable: Job Description for the new department chair position</b>	<i>Pradere IS Team</i>	5.31.13	5.31.13	In progress	On Track	Department Chair Job Description	All Projects	
	<b>Deliverable: Scoring rubric for performance interviews including new staff and department chair positions</b>	<i>Pradere IS Team</i>	5.31.13	5.31.13	In progress	On Track	Performance interview rubric for Department Chairs and new Instructional Staff Members	All Projects	
1.4.0.	<b>Milestone: Year (1) - (1.4.0.) Professional Development for Site Administrators (Deliverables and Milestones)</b>		1.1.13	6.30.13					



Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
	<i>Milestone: Site staff utilizes performance interview process to complete all hiring including department chair positions as well as new staff coming to the campus. This also includes requests for transfers into new content areas on each campus.</i>	Stokes, Keema, Delfin, Pradere, Conley	6.30.13	6.30.13	Completed 5.20.13	On Track		All Projects	
1.4.0.	<b>Activity: Year (2) - (1.4.0.) Professional development for Site Administrators</b>		7.1.13	6.30.14					
1.4.6.	Activity: EVMS SST organizational reform meetings	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW C6-C7
1.4.7.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW C6-C7 EVMS C6-C7
1.4.8.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW C6-C7 EVMS C6-C7
1.4.9.	Activity: Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas.	Pradere-Pryor- EVMS IS Team	7.1.13	6.30.14	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW C6-C7 EVMS C6-C7
1.4.10.	Activity: Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW C6-C7 EVMS C6-C7
1.4.11.	Activity: Administrator development in the area of family engagement.	Pradere - IS Team	7.1.13	6.30.14	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW C6-C7 EVMS C6-C7
1.4.12.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.13	6.30.14	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		EVMS C6-C7
1.4.0.	<b>Deliverable: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<i>Deliverable: Assessment documents available for site leaders to support student mastery in new curriculum</i>	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Classroom observation utilizing the T4S Observation Model, and data gathered to verify quality implementation</i>	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Milestone: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<i>Milestone: Curriculum finalized for all content and all grade levels. Documents and data available for administrators to support student mastery in the area of curriculum.</i>	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Leadership Continues to utilize a performance interview process for hiring staff members.</i>	Stokes, Keema, Delfin, Pradere, Conley	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (3) - (1.4.0.) Professional development for Site Administrators</b>		7.1.14	6.30.14					
1.4.13.	Activity:(EVMS- SST Team) organizational reform meetings	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW D6-D7
1.4.14.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW D6-D7 EVMS D6-D7
1.4.15.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW D6-D7 EVMS D6-D7
1.4.16.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	Pradere-Pryor- EVMS IS Team	7.1.14	6.30.15	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW D6-D7 EVMS D6-D7
1.4.17.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW D6-D7 EVMS D6-D7
1.4.18.	Activity: Introductory Administrator development in the area of family engagement.	Pradere - IS Team	7.1.14	6.30.15	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW D6-D7 EVMS D6-D7
1.4.19.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.14	6.30.15	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW D6-D7 EVMS D6-D7
1.4.0.	<b>Milestone: Year (3) - (1.4.0.) Professional Development for Site Administrators (Milestones)</b>		7.1.14	6.30.14					
	<i>Milestone: Leadership Continues to utilize a performance interview process for hiring staff members.</i>	Stokes, Keema, Delfin, Pradere, Conley	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Curriculum and Assessment Data uploaded and utilize to verify student mastery. Administrators used data to monitor progress.</i>	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Student Mastery data utilized by administrators to support work conducted within each PLC.</i>	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
	<i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and EVMS School Reform Team.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (4) - (1.4.0) Professional development for Site Administrators</b>		7.1.15	6.30.16					
1.4.20.	Activity: (EVMS- SST Team) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.21.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW E6-E7 EVMS E6-E7
1.4.22.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW E6-E7 EVMS E6-E7
1.4.23.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor- EVMS IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 EVMS E6-E7
1.4.24.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 EVMS E6-E7
1.4.25.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 EVMS E6-E7
1.4.26.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 EVMS E6-E7
1.4.0.	<b>Milestones: Year (4) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.15	6.30.16					
	<i>Milestone: Leadership Continues to utilize a performance interview process for hiring staff members.</i>	<i>Stokes, Keema, Delfin, Pradere, Conley</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and EVMS School Reform Team.(System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.4.0.	<b>Activity: 2016 Continued - (1.4.0) Professional development for Site Administrators</b>								
1.4.27.	Activity: (EVMS- SST Team) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.28.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW E6-E7 EVMS E6-E7
1.4.29.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW E6-E7 EVMS E6-E7
1.4.30.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor- EVMS IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 EVMS E6-E7
1.4.31.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 EVMS E6-E7
1.4.32.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 EVMS E6-E7
1.4.33.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 EVMS E6-E7
1.4.0.	<b>Milestone: 2016 cont. (1.4.0.) - Professional Development for Site Administrators</b>		7.1.13	12.31.16					
	<i>Milestone: Leadership Continues to utilize a performance interview process for hiring staff members.</i>	<i>Stokes, Keema, Delfin, Pradere, Conley</i>	12.31.16	12.31.16	Not Begun	On Track			
	<i>Milestone: Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
	<i>Milestone: Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and EVMS School Reform Team.(System reviewed and revised as needed)</i>	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			

Grantee Name: Carson City School District									
Project # 3 Carson Middle School - Learner-Centered Campus									
<b>Project Goals/Desired Outcomes:</b> 1. <b>Standards:</b> Adopting standards and assessments that prepare students to succeed in college and the work place so that they are prepared to compete in a global economy; 2. <b>Data Systems:</b> Employ a data subsystem to measure student growth and success, and inform teachers and principals with data about how they can improve instruction; 3. <b>Strong teachers and administrators:</b> Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. 4. <b>School Improvement:</b> Turning around the lowest achieving schools.									
Narrative: This project is based on a full system redesign and program implementation addressing curriculum, assessment, instruction, and organizational development (leadership). Organizational development includes system improvements in Central Office Leadership, Establish Transformation Office and fully staff that office, Implementation Specialists services, site administrator skills and practices, teacher leader development including department chairs and other site educators, mastery student data system, individualized student portfolios, family and community engagement; this project will review current practices and then will revise and improve those practices.									
Key Performance Measures: Staffing: Implementation specialists hired and trained to begin work with transformation office to facilitate development of the project. Standards: Redesign curriculum in all courses to align with common co standards, the process will include setting the learning targets for all courses taught grades 6-8. Horizontal and vertical alignment to match college and career expectations. Assessment: Common unit and semester assessments will be designed, developed, and aligned with learning targets established within the curriculum. Data Systems: Mastery data system will be designed or purchased to measure mastery of each standard or identified skill. Individualized student portfolios that provides an academic and career pathway as well as connect the student data mastery information to each student. Data system will be used by all stakeholders to define success within the system. Instruction will be based on mastery, data collected within the data system will be used to verify that every student meets mastery in all courses and in all grade levels. Parents will have access to the student e-portfolio and all the components. Strong Teachers and Administrators: Teacher and administrator practices change from delivery-centered to learner-centered practices. Training will be provided to help these site leaders reflect about current and future practices so that they can effectively work in a Learner-Centered System. Work in Professional Learning communities will shift to focus on students meeting mastery targets. This professional conversation will center on students meeting learning targets and the use of data to verify success or a catalyst for future interventions and program improvement. Finally a program evaluation will be developed to verify the successful development and implementation of each component of this model.									
Cross-reference to other projects: Each of the four projects are connected to the development of the four components of the Learner-Centered Model. Carson High School and Pioneer High school are the least developed of the projects									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.1.0.	Activity: Year 1 - (1.1.0.) Informational meetings - project introduction - Entire District including Carson Middle School Year		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at the middle school campus.	Stokes, Keema, Delfin, Pradere, Sadler	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7  CMS B6-B7
1.1.0.	Activity: Year (1) - (1.1.0.) Informational Meetings Continued.		1.1.13	6.30.13					
1.1.2.	Activity: Full staff introduction and recruit staff members to apply for implementation specialists positions	Stokes, Keema, Delfin, Pradere, Sadler	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to full staff at campus faculty meeting	All Projects	DW B6-B7  CMS B6-B7
1.1.3.	Activity: Meet with Individual Departments and review the RTT-D plan, also recruit staff members to serve in Implementation Specialists roles	Stokes, Keema, Delfin, Pradere, Sadler	1.20.13	2.20.13	Completed 2.15.13	On Track	Met with each department and introduced the RTT-D project.	All Projects	DW B6-B7  CMS B6-B7
1.1.0.	Activity: Year (1) - (1.1.0.) Informational Meetings Continued.		1.1.13	6.30.13					
	Milestone: Year (1) - (1.1.0.) Information Meetings Deliverable and Milestone		1.1.13	6.30.13					
	Milestone: Meet with all district staff members in order to introduce RTT-D requirements and impact on each campus. This will allow the district to recruit staff members to serve in newly created RTT-D positions	Stokes, Keema, Delfin, Pradere, Sadler	2.20.13	2.20.13	Completed 2.20.13	On Track	Completed Roll Out Meetings with staff	All Projects	
1.1.0.	Activity: Year (2) - (1.1.0.) Informational Meetings		7.1.13	6.30.14					
1.1.0.	Activity: Year (3) - (1.1.0.) Informational Meetings		7.1.14	6.30.15					
1.1.0.	Activity: Year (4) - (1.1.0.) Informational Meetings		7.1.15	6.30.16					
1.1.0.	Activity: 2016 - (Continued) Informational Meetings		7.1.16	12.30.16					
1.2.0.	Activity: Year (1) - (1.2.0.) Project Staffing		1.1.13	6.30.13					
1.2.1.	Task: Hire Transformation Office Director	Stokes, Keema, Delfin,	12.20.12	1.3.13	Completed 1.03.13	On Track	District Hired Dr. Steven Pradere to serve as the Transformation office Director	District Office Project - This activity is identified and funded at the District Office Level	District B6-B7
1.2.2.	Task: Hire Implementation Specialists (IS) (3)	Pradere, Keema, Delfin, Medina	2.15.13	3.27.13	Completed 3.27.13	On Track	Hired implementation specialists for CMS 1. Amy Burton (TOSA) to begin service 3.27.13 (Part time until June 10, 2013 when she is released from Washoe County teaching position. 2. Jeff Greb (TOSA) to begin service 3.27.13 3. Jeremy Lewis (TOSA) to begin service 3.27.13	Staff will work primarily on CMS project but will also support system improvement on each of the remaining campuses	CMS B6-B7
1.2.0.	Activity: Year (1) - (1.2.0.) (Continued) Project Staffing		1.1.13	6.30.13					

1.2.3.	Task: Hire administrative assistants (1)	<i>Pradere</i>	3.15.13	6.15.13	Completed 3.27.13	On Track	Candidate selected: Page Ellis and will begin service 4.29.13. Office located at Carson High School this person will support the development of school to career opportunities for students as well as data collection and reporting related to the grant.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.3.	Task: Hire administrative assistant (2)	<i>Pradere</i>	6.1.13	7.1.13	In progress	On Track	Services same as above cell. The district will place two of these positions in June 2013 when a work station is available.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.4.	Activity: Assign service parameters for each IS candidate	<i>Pradere</i>	3.15.13	4.30.13	Completed 3.27.13	On Track	Aligning services to departments and project pillars including program evaluation		CMS B6-B7
1.2.5.	Activity: Department chair interviews - hire replacements or rehire existing department chair candidates for Carson Middle School - Candidates must move through a performance interview.	<i>Sadler</i>	4.1.13	6.01.13	In progress	On Track	Rewrite department chair descriptions, interview and hire department chairs with expectations that align with RTT-D grant		CMS B6-B7
1.2.0.	<b>Activity: Year (2) - (1.2.0.) Project Staffing</b>		7.1.13	6.30.15					
1.2.6.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Sadler</i>	8.1.13	6.30.14	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CMS C6-C7
1.2.0.	<b>Activity: Year (3) - (1.2.0.) Project Staffing</b>		7.1.14	6.30.15					
1.2.7.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Sadler</i>	8.1.14	6.1.15	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CMS D6-D7
1.2.0.	<b>Activity: Year (4) - (1.2.0.) Project Staffing</b>		7.1.15	6.30.16					
1.2.8.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Sadler</i>	8.1.15	6.1.16	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CMS E6-E7
1.2.0.	<b>Activity: 2016 (Continued) - (1.2.0.) Project Staffing</b>		7.1.15	12.30.16					
1.2.9.	Task: Assign additional prep period to all department chairs so they can support the reform initiative on each campus (prep period buy out for each department chair)	<i>Sadler</i>	8.1.16	12.31.16	Not Begun	On Track	Purchase prep period to provide training and professional work time to department chairs to lead the RTT-D change initiative within each department.		CMS E6-E7
1.3.0.	<b>Activity: Year (1) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		1.1.13	7.1.13					
1.3.1.	Activity: Introductory Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Medina - Burton - Ward- DeJoseph Burton Gosselin</i>	4.23.13	6.30.13	In progress	On Track	Intense training will take place 4.23.13 to 6.7.13 and then will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CMS B6-B7 DW B6-B7 B8 B10
1.3.0.	<b>Activity: Year (2) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.13	6.30.14					
1.3.2.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project. 6. Purchase books and instructional materials to support project PD	<i>Pradere - Medina - Burton - Ward- DeJoseph Burton Gosselin</i>	7.1.13	6.30.14	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CMS C6-C7 DW C6-C7 C8 C10
1.3.0.	<b>Activity: Year (3) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.14	6.30.15					

1.3.3.	<p>Activity: Ongoing Training for IS Staff Training in the areas of:</p> <ol style="list-style-type: none"> <li>1. Learner Centered Model               <ol style="list-style-type: none"> <li>a. Curriculum</li> <li>b. Assessment</li> <li>c. Instruction</li> <li>d. Organizational Development</li> </ol> </li> <li>2. Cognitive Coaching</li> <li>3. Professional Learning Communities</li> <li>4. Data Driven Dialogue</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>6. Purchase books and instructional materials to support project PD</li> </ol>	<i>Pradere - Medina - Burton - Ward-DeJoseph Burton Gosselin</i>	7.1.14	6.30.15	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CMS D6-D7 DW D6-D7 D8 D10
1.3.0.	<b>Activity: Year (4) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.15	6.30.16					
1.3.4.	<p>Activity: Ongoing Training for IS Staff Training in the areas of:</p> <ol style="list-style-type: none"> <li>1. Learner Centered Model               <ol style="list-style-type: none"> <li>a. Curriculum</li> <li>b. Assessment</li> <li>c. Instruction</li> <li>d. Organizational Development</li> </ol> </li> <li>2. Cognitive Coaching</li> <li>3. Professional Learning Communities</li> <li>4. Data Driven Dialogue</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>6. Purchase books and instructional materials to support project PD</li> </ol>	<i>Pradere - Medina - Burton - Ward-DeJoseph Burton Gosselin</i>	7.1.15	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CMS E6-E7 DW E6-E7 E8
1.3.0.	<b>Activity: 2016 (Continued) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>								
1.3.5.	<p>Activity: Ongoing Training for IS Staff Training in the areas of:</p> <ol style="list-style-type: none"> <li>1. Learner Centered Model               <ol style="list-style-type: none"> <li>a. Curriculum</li> <li>b. Assessment</li> <li>c. Instruction</li> <li>d. Organizational Development</li> </ol> </li> <li>2. Cognitive Coaching</li> <li>3. Professional Learning Communities</li> <li>4. Data Driven Dialogue</li> <li>5. Includes Travel to National Conference as needed (DC) In addition, supplies - books to be used to support teacher learning within the project.</li> <li>6. Purchase books and instructional materials to support project PD</li> </ol>	<i>Pradere - Medina - Burton - Ward-DeJoseph Burton Gosselin</i>	7.01.16	12.30.16	Not Begun	On Track	Intense training will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for IS staff members to lead professional development opportunities for both teachers and administrators.		CMS E6-E7 DW E6-E7 E8 E10
1.4.0.	<b>Activity: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.1.	Activity: Develop an organizational reform team made up of Director of Transformation, Associate Superintendent; Director of Accountability; Site administration team including the principal, vice principal, and the two IS team members assigned to the school site. Team is know as CMS Administrative Team (CMS = SST Team)	<i>Pradere-Keema-Medina</i>	2.15.13	6.30.13	In Progress	On Track	Training and support will occur regularly throughout the life of the grant. This ongoing training will serve as baseline knowledge and skills necessary for administrative staff members to support and lead professional development opportunities for both teachers and administrators.		DW B6-B7 CMS B6-B7
1.4.2.	Activity: Set weekly meeting times to meet 2-3 hours every other week for (CMS- SST Team)	<i>Pradere</i>	2.15.13	6.30.13	In progress	On Track	Current time set and team is meeting weekly. Current work is developing organizational structures including PLC times, start and end times, etc.		DW B6-B7 CMS B6-B7
1.4.3.	Activity: Develop the organizational structures including schedule, planning times, PLC's etc.	<i>Pradere -Lewis-Burton - Greb - Sadler</i>	3.15.13	6.30.13	In progress	On Track	Meeting times for leadership teams are easily set. PLC schedules will be set in August once master schedule is finalized		DW B6-B7 CMS B6-B7
1.4.4.	Activity: Provide training on utilizing performance interview practices and methods for selecting most qualified and effective teachers.	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Performance interview for teacher or administrator positions requires applicants to demonstrate learner-centered practices related to the position that they are applying for.		DW B6-B7 CMS B6-B7
1.4.0.	<b>Activity: Year (1) - (1.4.0.) (Continued) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.5.	Activity: Complete hiring and staff placement for the 2013-2014 school year utilizing the performance interview process.	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Staff hiring and staff placement will be completed for 2013-2014 school year by 8.01.13		DW B6-B7 CMS B6-B7

1.4.0.	<b>Deliverable: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
	<b>Deliverable:</b> Job Description for the new department chair position	Pradere IS Team	5.31.13	5.31.13	In progress	On Track	Department Chair Job Description	All Projects	
	<b>Deliverable:</b> Scoring rubric for performance interviews including new staff and department chair positions	Pradere IS Team	5.31.13	5.31.13	In progress	On Track	Performance interview rubric for Department Chairs and new Instructional Staff Members	All Projects	
1.4.0.	<b>Milestone: Year (1) - (1.4.0.) Professional Development for Site Administrators (Deliverables and Milestones)</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Site staff utilizes performance interview process to complete all hiring including department chair positions as well as new staff coming to the campus. This also includes requests for transfers into new content areas on each campus.	Stokes, Keema, Delfin, Pradere, Sadler	6.30.13	6.30.13	Completed 5.20.13	On Track		All Projects	
1.4.0.	<b>Activity: Year (2) - (1.4.0.) Professional development for Site Administrators</b>		7.1.13	6.30.14					
1.4.6.	Activity: CMS SST organizational reform meetings	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW C6-C7
1.4.7.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW C6-C7 CMS C6-C7
1.4.8.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW C6-C7 CMS C6-C7
1.4.9.	Activity: Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas.	Pradere-Burton- CMS IS Team	7.1.13	6.30.14	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW C6-C7 CMS C6-C7
1.4.10.	Activity: Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.13	6.30.14	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW C6-C7 CMS C6-C7
1.4.11.	Activity: Administrator development in the area of family engagement.	Pradere - IS Team	7.1.13	6.30.14	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW C6-C7 CMS C6-C7
1.4.12.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.13	6.30.14	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		CMS C6-C7
1.4.0.	<b>Deliverable: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> Assessment documents available for site leaders to support student mastery in new curriculum	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Deliverable:</b> Classroom observation utilizing the T4S Observation Model, and data gathered to verify quality implementation	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			



1.4.0.	<b>Milestone: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Milestone:</b> Curriculum finalized for all content and all grade levels. Documents and data available for administrators to support student mastery in the area of curriculum.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Sadler	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	Activity: Year (3) - (1.4.0.) Professional development for Site Administrators		7.1.14	6.30.14					
1.4.13.	Activity:(CMS- SST Team) organizational reform meetings	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW D6-D7
1.4.14.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW D6-D7 CMS D6-D7
1.4.15.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW D6-D7 CMS D6-D7
1.4.16.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	Pradere-Burton- CMS IS Team	7.1.14	6.30.15	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW D6-D7 CMS D6-D7
1.4.17.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW D6-D7 CMS D6-D7
1.4.18.	Activity: Introductory Administrator development in the area of family engagement.	Pradere - IS Team	7.1.14	6.30.15	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW D6-D7 CMS D6-D7
1.4.19.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.14	6.30.15	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW D6-D7 CMS D6-D7
1.4.0.	<b>Milestone: Year (3) - (1.4.0.) Professional Development for Site Administrators (Milestones)</b>		7.1.14	6.30.14					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Sadler	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. Administrators used data to monitor progress.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			



	<i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and CMS School Reform Team.</i>	<i>Pradere IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	Activity: Year (4) - (1.4.0) Professional development for Site Administrators		7.1.15	6.30.16					
1.4.20.	Activity: (CMS- SST Team) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.21.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW E6-E7 CMS E6-E7
1.4.22.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW E6-E7 CMS E6-E7
1.4.23.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Burton- CMS IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 CMS E6-E7
1.4.24.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 CMS E6-E7
1.4.25.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 CMS E6-E7
1.4.26.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 CMS E6-E7
1.4.0.	<b><i>Milestones: Year (4) - (1.4.0.) Professional Development for Site Administrators</i></b>		7.1.15	6.30.16					
	<b><i>Milestone: Leadership Continues to utilize a performance interview process for hiring staff members.</i></b>	<i>Stokes, Keema, Delfin, Pradere, Sadler</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b><i>Milestone: Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)</i></b>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b><i>Milestone: Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)</i></b>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b><i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)</i></b>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b><i>Milestone: Data Driven Dialogue central to the use on all PLC's and CMS School Reform Team.(System reviewed and revised as needed)</i></b>	<i>Pradere IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.4.0.	<b>Activity: 2016 Continued - (1.4.0) Professional development for Site Administrators</b>								
1.4.27.	Activity: (CMS- SST Team) organizational reform meetings	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Bi-monthly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.28.	Activity: Administrator Training and Support in Curriculum Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW E6-E7 CMS E6-E7
1.4.29.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW E6-E7 CMS E6-E7
1.4.30.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Burton- CMS IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7 CMS E6-E7
1.4.31.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7 CMS E6-E7
1.4.32.	Activity: Introductory Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7 CMS E6-E7
1.4.33.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7 CMS E6-E7

1.4.0.	<b>Milestone: 2016 cont. (1.4.0.) - Professional Development for Site Administrators</b>		7.1.13	12.31.16					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Sadler	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestones:</b> Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Data Driven Dialogue central to the use on all PLC's and CMS School Reform Team. (System reviewed and revised as needed)	Pradere IS Team	12.31.16	12.31.16	Not Begun	On Track			
1.5.0.	<b>Activity: Year (1) - (1.5.0) Teacher professional development- curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		1.1.13	6.30.13			Teacher PD portion supported by the University of Nevada.		
1.5.1.	Activity: Professional support for Learner-Centered Practices	CMS-IS Team	6.7.13	6.30.13	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		CMS B6-B7
1.5.2	Activity: Curriculum development	CMS-IS Team	6.7.13	6.1.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order for students to meet performance expectations.		CMS B6-B7
1.5.3.	Activity: Assessment development	CMS-IS Team	6.7.13	6.1.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		CMS B6-B7
1.5.4.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	Evaluation Team	4.15.13	6.30.13	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		CMS B6-B7 DW B6-B7
1.5.0.	<b>Milestone: Year (1) - (1.5.0.) Teacher Professional Development</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Professional Development will begin for classroom teachers with a focus on curriculum and common assessment development.	Stokes, Keema, Delfin, Pradere, Sadler	6.30.13	6.30.13	Not Begun	On Track		All Projects	

1.5.0.	Activity: Year (2) - (1.5.0) <b>Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					
1.5.5.	Activity: Develop a schedule that allows all teachers with common classes to have a weekly PLC.	CMS-IS Team	7.1.13	6.30.14	Completed 5.14.13	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		CMS C6-C7
1.5.6.	Activity: Professional support for Learner-Centered Practices	CMS-IS Team	7.1.13	6.30.14	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		CMS C6-C7
1.5.7.	Activity: Curriculum development	CMS-IS Team	7.1.13	6.30.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order to meet performance expectations. (Includes a one year review of curriculum expert from the districts and local University in each content area)		CMS C6-C7
1.5.8.	Activity: Assessment development	CMS-IS Team	7.1.13	6.30.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		CMS C6-C7
1.5.9.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	Evaluation Team	7.1.13	6.30.14	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		CMS C6-C7 DW C6-C7
1.5.10.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team	CMS-IS Team CMS Counselors	1.1.14	6.30.14	Not Begun	On Track	Initial training will take place second semester. Staff will learn how to access and support student use of student data and e-portfolio systems		CMS C6-C7
1.5.0.	Activity: Year (2) (Continued) - (1.5.0) <b>Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					
1.5.11.	Activity: Instructional development	CMS-IS Team	7.1.13	6.30.14	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CMS C6-C7

1.5.12.	Activity: Professional Learning Communities	<i>CMS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CMS C6-C7
1.5.13.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>CMS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CMS C6-C7
1.5.14.	Activity: Parent and Family Engagement	<i>CMS-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow-up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CMS C6-C7
1.5.0.	<b>Deliverable: Year (2) (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<i>Milestone: Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 6-8 by June 30, 2014 Documentation will be in place so that all stakeholders can access this information</i>	<i>CMS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Milestone: Year (2) - (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<i>Milestone: Learning Targets set and Curriculum aligned in all grades and all content areas grades 6-8 Documentation will be in place so that all stakeholders can access this information</i>	<i>CMS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Curriculum developed, mapped, and paced for all high school courses in all content areas grades 6-8</i>	<i>CMS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 6-8</i>	<i>CMS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Student Learning Guides developed for every unit and ready to field test in all content areas and all grade levels grades 6-8</i>	<i>CMS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Milestone: Student self assessment tools developed every unit and ready to field test in all content areas and all grade levels grades 6-8</i>	<i>CMS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone: Data from field tested assessments uploaded into student mastery data system.</b>	<i>CMS-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Activity: Year (3) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					

1.5.15.	Activity: Professional support for Learner-Centered Practices	<i>CMS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning. Through this process their stance can shift from Delivery Centered to Learner Centered.		CMS D6-D7
1.5.16.	Activity: Curriculum development	<i>CMS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit.		CMS D6-D7
1.5.17.	Activity: Assessment development	<i>CMS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		CMS D6-D7
1.5.18.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.14	6.30.15	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		CMS D6-D7 DW D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.19.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed. Curriculum Review - A team of school district and University experts will review the curriculum and offer for suggestions for improvement. This review will occur once per year	<i>CMS-IS Team</i> <i>CMS Counselors</i>	7.1.14	6.30.15	Not Begun	On Track	Review and follow-up training as needed		CMS D6-D7

1.5.20.	Activity: Instructional development	<i>CMS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CMS D6-D7
1.5.21.	Activity: Professional Learning Communities	<i>CMS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CMS D6-D7
1.5.22.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>CMS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CMS D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.23.	Activity: Parent and Family Engagement	<i>CMS-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow-up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CMS D6-D7
1.5.0.	<b>Milestone: Year (3) - (1.5.0.) Teacher Professional Development</b>		7.1.14	6.30.15					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			

1.5.0.	Activity: Year (4) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.		7.1.15	6.30.16					
1.5.24.	Activity: Professional support for Learner-Centered Practices	CMS-IS Team	7.1.15	6.30.16	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning.		CMS E6-E7
1.5.25.	Activity: Curriculum development	CMS-IS Team	7.1.15	6.30.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit. (This includes a review of curriculum experts from the district and university system in each content area, this review occurs at least one time per year)		CMS E6-E7
1.5.26.	Activity: Assessment development	CMS-IS Team	7.1.15	6.30.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		CMS E6-E7
1.5.27.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	Evaluation Team	7.1.15	6.30.16	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		CMS E6-E7 DW E6-E7
1.5.28.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow-up training as needed.	CMS-IS Team CMS Counselors	7.1.15	6.30.16	Not Begun	On Track	Review and follow-up training as needed		CMS E6-E7
1.5.0.	Activity: Year (4) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.		7.1.15	6.30.16					

1.5.29.	Activity: Instructional development	<i>CMS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CMS E6-E7
1.5.30.	Activity: Professional Learning Communities	<i>CMS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CMS E6-E7
1.5.31.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	<i>CMS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CMS E6-E7
1.5.32.	Activity: Parent and Family Engagement	<i>CMS-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow-up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CMS E6-E7
1.5.0.	<b>Milestone: Year (4) - (1.5.0.) Teacher Professional Development</b>		7.1.15	6.30.16					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>CMS-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					



1.5.33.	Activity: Professional support for Learner Centered Practices	<i>CMS-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In additional each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning.		CMS E6-E7
1.5.34.	Activity: Curriculum development	<i>CMS-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. These learning targets become essential to stakeholder connection to the curriculum. The Learning targets are used as guide posts for student progress on assessments, they serve as markers in the student data system and in PLC conversations. Teachers are expected to connect to these weekly in the planning, implementation, and evaluation of student performance within each unit. (This includes a review of curriculum experts from the district and university system in each content area, this review occurs at least one time per year)		CMS E6-E7
1.5.35.	Activity: Assessment development	<i>CMS-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the common assessments. Once the common assessments go live then student progress will be monitored in alignment with learning targets placed within each assessment. Student will take assessments, results placed in the student data system. Teachers reflect on the lesson and determine, based on assessment results whether to reteach or revisit essential content. Data will also be used to guide daily lesson planning and facilitate common course conversation within the PLC. Finally teachers will use the information to spiral and reteach and as needed aligned students to additional out of class interventions. In some cases this leads to IC intervention.		CMS E6-E7
1.5.36.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.16.	12.31.16	Not Begun	On Track	The Evaluation Team will meet weekly to determine the quality of curriculum and assessment tools as well as the quality of implementation of all by stakeholders in each area (curriculum, instruction, assessment, and organizational leverage development ... PLC, SST teams, administrative training etc.)		CMS D6-D7 DW D6-D7
1.5.37.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow-up training as needed.	<i>CMS-IS Team</i> <i>CMS Counselors</i>	7.1.16.	12.31.16	Not Begun	On Track	Review and follow-up training as needed		CMS D6-D7

1.5.0.	Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.		7.1.16	12.31.16					
1.5.38.	Activity: Instructional development	CMS-IS Team	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		CMS E6-E7
1.5.39.	Activity: Professional Learning Communities	CMS-IS Team	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		CMS E6-E7
1.5.40.	Activity: Data Driven Dialogue including use of the data matrix and unit data system	CMS-IS Team	7.1.16	12.31.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		CMS E6-E7
1.5.41.	Activity: Parent and Family Engagement	CMS-IS Team	7.1.16	12.31.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow-up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		CMS E6-E7
1.5.0.	Deliverable: 2016 (Continued) - (1.5.0.) Teacher Professional Development		7.1.16	12.31.16					
	Milestone: Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)	CMS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
	Milestone: Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)	CMS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
	Milestone: Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)	CMS-IS Team	12.31.16	12.31.16	Not Begun	On Track			

	<b>Milestone:</b> Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery (Process and system reviewed and updated as needed on a yearly basis)	CMS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery (Process and system reviewed and updated as needed on a yearly basis)	CMS-IS Team	12.31.16	12.31.16	Not Begun	On Track			
1.6.0.	<b>Activity: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		1.1.13	6.30.13					
1.6.1.	Activity: Review options for student mastery data systems already on US market place.	Dr. Medina - Ms. Arthur Towns	2.15.13	3.15.13	Complete 3.15.13	On Track	Review Options for Unit Mastery Student Data System.	Connects to all RTT-D Projects	
1.6.2.	Activity: Send out RFA for student mastery data system	Dr. Medina - Ms. Arthur Towns	3.15.13	4.15.13	Complete 4.15.13	On Track	Ask for formal proposals from vendors	Connects to all RTT-D Projects	
1.6.3.	Activity: After review select top companies and request an RFP for Student Mastery Data System	Dr. Medina - Ms. Arthur Towns	5.15.13	6.15.13	In Progress	On Track	Request a formal proposal from top vendors	Connects to all RTT-D Projects	
1.6.4.	Task: Select and purchase student mastery data system	Dr. Medina - Ms. Arthur Towns	6.15.13	6.30.13	In Progress	On Track	Select Unit Mastery Student Data System	Connects to all RTT-D Projects	DW B11
1.6.5.	Task: Send out and RFA for student e-portfolio system	Dr. Medina - Ms. Arthur Towns	2.15.13	3.1.13	Complete 3.1.13	On Track	Review options for student e-portfolio	Connects to School to Career Component of each RTT-D project	
1.6.6.	Task: After review select top companies and request an RFP for Student E-Portfolio Data System	Dr. Medina - Ms. Arthur Towns	3.15.13	4.1.13	Complete 4.1.13	On Track	Ask for formal vendor proposals	Connects to School to Career Component of each RTT-D project	
1.6.7.	Task: Select and purchase student e-portfolio data system	Dr. Medina - Ms. Arthur Towns	4.1.13	4.30.13	Complete 4.30.13	On Track	Select e-portfolio system in line with RTT-D project requirements	Connects to School to Career Component of each RTT-D project	DW B11
1.6.0.	<b>Deliverable: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		1.1.13	6.30.13					
	<b>Deliverable</b> Student Unit Mastery data is purchased and set up for use by staff.	Dr. Medina - Ms. Arthur Towns	6.30.13	6.30.13	Not Begun	On Track			
1.6.0.	<b>Activity: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
1.6.8.	Activity: <b>(Student Unit Mastery Data System)</b> Provide Training to IS staff to learn to connect student mastery targets to student data system. This is a key component to the Curriculum and Assessment Development related to this project.	Pradere - Burton - Ward- Sadler	7.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CMS C6-C7
1.6.9.	Activity: <b>(Student Unit Mastery Data System)</b> Provide staff development opportunities to teachers in order to align learning targets with student mastery data system	Pradere - Burton - Ward- Sadler	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CMS C6-C7
1.6.10.	Activity: <b>(Student Unit Mastery Data System)</b> Upload learning targets into student mastery data system so that it will be ready for stakeholder use	Pradere - Burton - Ward- Sadler	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CMS C6-C7
1.6.11.	Activity: <b>(Student Unit Mastery Data System)</b> Upload Assessment targets in order to align the student data system with unit assessments utilized within the classroom.	Pradere - Burton - Ward- Sadler	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	CMS C6-C7
1.6.12.	Activity: <b>(Student Unit Mastery Data System)</b> Teachers will field test post assessments as they are developed and ready for implementation.	IS Team	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.6.13.	Activity: <b>(Student E-PORTFOLIO)</b> Work with district team to set up e-portfolio project on the campus	Pradere - Medina	8.1.13	6.30.14	Not Begun	On Track	E-portfolio set-up		DW C11- C6-C7 CMS C6-C7
1.6.0.	<b>Activity: Year (2) - (1.6.0.) (Continued) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
1.6.14.	Activity: <b>(Student E-PORTFOLIO)</b> Begin the process of uploading student examples in the student e-portfolio	Burton - Ward - Medina	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CMS C6-C7
1.6.15.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student grades to e-portfolio	Medina	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CMS C6-C7
1.6.16.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student mastery by unit to e-portfolio	Medina	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CMS C6-C7
1.6.17.	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to college entrance progress for each student	Medina	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CMS C6-C7

1.6.18.	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to career entrance progress for each student	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CMS C6-C7
1.6.19.	Activity: <b>(Student E-PORTFOLIO)</b> Monitor individual student progress grades and unit mastery progress	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11- C6-C7 CMS C6-C7
1.6.20.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.21.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress	<i>Counseling Team IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.22.	Activity: <b>(Student E-PORTFOLIO)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.23.	Activity: <b>(Student E-PORTFOLIO)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.0.	<b>Deliverable: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> <i>Purchase software to manage student e-portfolio system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
1.6.0.	<b>Milestone: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>Student Unit Mastery data set up and pilot courses uploading data into the system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	In Progress	On Track			
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (In pilot mode)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
1.6.0.	<b>Activity: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
1.6.24.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 CMS C6-C7
1.6.25.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 CMS C6-C7
1.6.26.	Activity: <b>(Student Unit Mastery Data System)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11 CMS C6-C7
1.6.27.	Activity: <b>(Student Unit Mastery Data System)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.28.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress (Includes students new the site including freshman)	<i>IS Team Department Chairs</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.29.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress (Includes students new the site including freshman parents)	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.30.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.0.	<b>Activity: Year (3) - (1.6.0.) Continued Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
1.6.31.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan ( <b>Individualized Learning Plan</b> )	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.32.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW C11- C6-C7 CMS C6-C7
1.6.0.	<b>Milestone: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
	<b>Milestone:</b> <i>Student Unit Mastery data set up and pilot courses uploading data into the system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	11.30.14	11.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (In pilot mode)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.15	6.30.15	Not Begun	On Track			
1.6.0.	<b>Activity: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					

1.6.33.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 CMS E6-E7
1.6.34.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 CMS E6-E7
1.6.35.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 CMS E6-E7
1.6.36.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11- E6- E7 CMS E6-E7
1.6.37.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11- E6- E7 CMS E6-E7
1.6.0.	<b>Milestone: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
	<b>Milestone:</b> <i>Student Unit Mastery data set up and pilot courses uploading data into the system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (In pilot mode)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.6.0.	<b>Activity: 2016 Continued (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
1.6.37.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 CMS E6-E7
1.6.38.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 CMS E6-E7
1.6.39.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 CMS E6-E7
1.6.40.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11- E6- E7 CMS E6-E7
1.6.41.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11- E6- E7 CMS E6-E7
1.6.0.	<b>Milestone: 2016 Continued (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	12.30.16					
	<b>Milestone:</b> <i>Student Unit Mastery data set up and pilot courses uploading data into the system</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (In pilot mode)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress</i>	<i>Dr. Medina -</i>	12.30.16	12.30.16	Not Begun	On Track			
1.7.0.	<b>Activity: Year (1) - (1.7.0) Student individualized Learning Opportunities</b>		1.1.13	6.31.13					
1.7.1.	Activity: (School to Career Pathway) Review existing school to career program being offered at CMS and begin the process of identifying strengths and needs of improvement for the existing program in alignment with the RTT-D Project.	<i>Pradere - IS Team</i>	5.1.13	6.30.13	In Progress	On Track	Begin the review and alignment process for the school to career components of the project. Looking first at existing components and specific needs. This process will continue into the beginning of next year.		CMS C6-B7
1.7.0.	<b>Activity: Year (2) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.13	6.30.13					
1.7.2.	Activity: (School to Career Pathway) Review existing school to career program being offered at CMS and begin the process of identifying strengths and needs of improvement for the existing program in alignment with the RTT-D Project.	<i>Pradere - IS Team</i>	7.1.13	6.30.14	In Progress	On Track	Begin the review and alignment process for the school to career components of the project. Looking first at existing components and specific needs. This process will continue into the beginning of next year.		CMS C6-C7
1.7.3.	Activity: <b>(School to Career Pathway)</b> Students must review and select an initial career pathway in order to select the appropriate courses. This process will be reviewed as part of the freshman transition course. (exiting 8th grade students)	<i>Pradere - IS Team</i>	7.1.13	6.30.14	In Progress	On Track	The freshman transition course where students will learn basic performance requirements as well as time to select their career pathway.		CMS C6-C7

1.7.4.	Activity: (School to Career Pathway) Begin the process of developing school to community partners who will work with the district to provide introductory career experiences for CMS students.	Contine - Michele Lewis	7.1.13	6.30.14	In Progress	On Track	School to community meetings including partnership development activities.		CMS C6-C7 DW C6-C7
1.7.6.	Activity: <b>(School to Career Pathway)</b> Develop a progress plan for career development addressing activities students will participate in along with specific learning targets for each year of the student while they are participating in MS.	Counseling Team	1.1.14	6.30.14	Not Begun	On Track	Required for Nevada Students		CMS C6-C7
1.7.7.	Activity: <b>(School to Career Pathway)</b> Monitor student progress at the middle school level on a monthly basis.	Counseling Team Members- SST Team Members	3.1.14	6.30.14	Not Begun	On Track	Work to be completed at the Carson Middle School SST		CMS C6-C7
1.7.8.	Activity: <b>(School to Career Pathway)</b> Students participate in school to career MS program, activities identified, student participation tracked and reported.	Counseling Team Members- SST Team Members	3.1.14	6.30.14	Not Begun	On Track	Work to be completed at the Carson Middle School SST		CMS C6-C7
1.7.0.	<b>Milestone: Year (2) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>A comprehensive plan that outlines the middle school to career experience. This program exists across both middle school campuses.</i>	Sadler - SST Team Members	12.30.13	12.30.13	Not Begun	On Track			
	<b>Milestone:</b> <i>Every exiting 8th grade student selects a potential career pathway. Information is used to help select appropriate classes as students enter the high school campus</i>	Pradere - Medina- Contine - Lewis	6.30.14	6.30.14	Not Begun	On Track			
1.7.0.	<b>Activity: Year (3) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.9.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	Sadler - IS Team	7.1.14	6.30.15	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		CMS D6-D7
1.7.10.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	IS - Team	7.1.14	6.30.15	Not Begun	On track			CMS D6-D7
1.7.11.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	IS - Team	7.1.14	6.30.15	Not Begun	On track			CMS D6-D7
1.7.12.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	IS - Team	7.1.14	6.30.15	Not Begun	On track			CMS D6-D7
1.7.13.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	IS - Team	7.1.14	6.30.15	Not Begun	On track			CMS D6-D7
1.7.14.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	IS - Team	7.1.14	6.30.15	Not Begun	On track			CMS D6-D7
1.7.15.	Activity: <b>(Individualized Student Learning)</b> Students who do not meet academic progress targets after in school and afterschool remediation opportunities will be referred to IC for additional services.	IS - Team	7.1.14	6.30.15	Not Begun	On track			CMS D6-D7
1.7.16.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	IS - Team	7.1.14	6.30.15	Not Begun	On track			CMS D6-D7
1.7.0.	<b>Activity: Year (3) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.17.	Activity: (School to Career Pathway) Students participate in the school to career middle school experience. Progress will be monitored for every student on a monthly basis. Data will be collected and reported through the work of the CMS SST	Pradere - IS Team	8.1.14	6.30.15	Not Begun	On Track	Monitor progress of each student		CMS D6-D7
1.7.18.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within career cluster selected (8th grade students who are exiting to high school programs)	Counseling Team	10.1.14	12.30.14	Not Begun	On Track	Advisement will be part of work completed during the 8th grade year.		CMS D6-D7
1.7.19.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	Contine- Michele Lewis	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.7.0.	<b>Milestone: Year (3) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.14	6.30.15					
	<b>Milestone:</b> <i>Every exiting 8th grade student selects a potential career pathway. Information is used to help select appropriate classes as students enter the high school campus</i>	Pradere - Medina- Contine - Lewis	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)</i>	Pradere - Medina	10.1.15	10.1.15	Not Begun	On Track			



	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	Pradere - Medina	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)	Pradere - Medina	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> Student mastery of content all grade levels all content areas will be closely monitored utilizing the new data systems. Student progress on unit system correlated to state assessments in appropriate areas(System reviewed and updated quarterly as needed)	Pradere - Medina	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Activity: Year (4) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.20.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	Sadler - IS Team	7.1.15	6.30.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		CMS E6-E7
1.7.21.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	IS - Team	7.1.15	6.30.16	Not Begun	On track			CMS E6-E7
1.7.22.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	IS - Team	7.1.15	6.30.16	Not Begun	On track			CMS E6-E7
1.7.23.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	IS - Team	7.1.15	6.30.16	Not Begun	On track			CMS E6-E7
1.7.24.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	IS - Team	7.1.15	6.30.16	Not Begun	On track			CMS E6-E7
1.7.25.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	IS - Team	7.1.15	6.30.16	Not Begun	On track			CMS E6-E7
1.7.26.	Activity: <b>(Individualized Student Learning)</b> Students who do not meet academic progress targets after in school and afterschool remediation opportunities will be referred to IC for additional services.	IS - Team	7.1.15	6.30.16	Not Begun	On track			CMS D6-D7
1.7.27.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes all content and grade levels.	IS - Team	7.1.15	6.30.16	Not Begun	On track			CMS E6-E7
1.7.0.	<b>Activity: Year (4) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.15	6.30.15					
1.7.28.	Activity: <b>(School to Career Pathway)</b> Students participate in the school to career middle school experience. Progress will be monitored for every student on a monthly basis. Data will be collected and reported through the work of the CMS SST	Pradere - IS Team	7.1.15	6.30.16	Not Begun	On Track	Monitor progress of each student		CMS E6-E7
1.7.29.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within career cluster selected (8th grade students who are exiting to high school programs)	Counseling Team	7.1.15	6.30.16	Not Begun	On Track	Advisement will be part of work completed during the 8th grade year.		CMS E6-E7
1.7.30.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	Contine- Michele Lewis	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.7.0.	<b>Milestone: Year (4) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.15	6.30.16					
	<b>Milestone:</b> Every exiting 8th grade student selects a potential career pathway. Information is used to help select appropriate classes as students enter the high school campus	Pradere - Medina-Contine - Lewis	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)	Pradere - Medina	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	Pradere - Medina	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)	Pradere - Medina	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas (System reviewed and updated quarterly as needed)	Pradere - Medina	6.30.16	6.30.16	Not Begun	On Track			

1.7.0.	<b>Activity: Year 2016 Continued - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.16	12.30.16					
1.7.20.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Sadler - IS Team</i>	7.1.16	12.31.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		CMS E6-E7
1.7.21.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.16	12.31.16	Not Begun	On track			CMS E6-E7
1.7.22.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.16	12.31.16	Not Begun	On track			CMS E6-E7
1.7.23.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.16	12.31.16	Not Begun	On track			CMS E6-E7
1.7.24.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.16	12.31.16	Not Begun	On track			CMS E6-E7
1.7.25.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.16	12.31.16	Not Begun	On track			CMS E6-E7
1.7.26.	Activity: <b>(Individualized Student Learning)</b> Students who do not meet academic progress targets after in school and afterschool remediation opportunities will be referred to IC for additional services.	<i>IS - Team</i>	7.1.16	12.31.16	Not Begun	On track			CMS E6-E7
1.7.27.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.16	12.31.16	Not Begun	On track			CMS E6-E7
1.7.0.	<b>Activity: Year 2016 Continued - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.16	12.30.16					
1.7.28.	Activity: <b>(School to Career Pathway)</b> Students participate in the school to career middle school experience. Progress will be monitored for every student on a monthly basis. Data will be collected and reported through the work of the CMS SST	<i>Pradere - IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Progress monitor each student		CMS E6-E7
1.7.29.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within career cluster selected (8th grade students who are exiting to high school programs)	<i>Counseling Team</i>	7.1.16	12.31.16	Not Begun	On Track	Advisement will be part of work completed during the 8th grade year.		CMS E6-E7
1.7.30.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.16	12.31.16	Not Begun	On Track			CMS E6-E7
1.7.0.	<b>Milestone: Year 2016 Continued - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.15	12.31.16					
	<b>Milestone:</b> <i>Every exiting 8th grade student selects a potential career pathway. Information is used to help select appropriate classes as students enter the high school campus</i>	<i>Pradere - Medina-Contine - Lewis</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)</i>	<i>Pradere - Medina</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)</i>	<i>Pradere - Medina</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)</i>	<i>Pradere - Medina</i>	12.31.16	12.31.16	Not Begun	On Track			



	<b>Milestone:</b> <i>Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas (System reviewed and updated quarterly as needed)</i>	<i>Pradere - Medina</i>	12.31.16	12.31.16	Not Begun	On Track			
1.8.0.	<b>Activity: Year (1) - (1.8.0.) Family Engagement</b>		1.1.13	6.30.13					
1.8.0.	<b>Activity: Year (2) - (1.8.0.) Family Engagement</b>		7.1.13	6.30.14					
1.8.1.	Activity: Parent Portal Built and access aligned for parents to the e-portfolio	<i>Medina and Arthur</i>	7.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.2.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	12.1.14	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.3.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.4.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.5.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.6.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	8.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.7.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	3.1.14	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.8.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis Ben Contine</i>	7.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.8.0.	<b>Activity: Year (3) - (1.8.0) Family Engagement</b>		7.1.14	6.30.15					
1.8.9.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.8.10.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.8.11.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.8.12.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.8.13.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.8.14.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.8.15.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis Ben Contine</i>	7.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.8.0.	<b>Activity: Year (4) - (1.8.0.) Family Engagement</b>		7.1.15	6.30.16					
1.8.16.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.8.17.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.8.18.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.8.19.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.8.20.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.8.21.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.8.22.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis Ben Contine</i>	7.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.8.0.	<b>Activity: 2016 (Continued) - (1.8.0) Family Engagement</b>		7.1.16	12.31.16					
1.8.23.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CMS E6-E7
1.8.24.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CMS E6-E7
1.8.25.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CMS E6-E7
1.8.26.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CMS E6-E7 DW e11
1.8.27.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			CMS E6-E7
1.8.28.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.16	12.30.16	Not Begun	On Track			CMS E6-E7 DW E11
1.8.28.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis Ben Contine</i>	7.1.16	12.30.16	Not Begun	On Track			CMS E6-E7
1.9.0.	<b>Activity: Year (1) - (1.9.0.) After School Intervention Program</b>		1.1.13	6.30.13					

1.9.1.	Activity: Identify students who require credit recovery for summer school support	IS Team	6.1.13	6.30.13	Not Begun	On Track			CMS B6-B7 CMS B13
1.9.2.	Activity: Place students	IS Team	6.1.13	6.30.13	Not Begun	On Track			CMS B6-B7 CMS B13
1.9.3.	Activity: Monitor Progress on a weekly basis	IS Team	6.1.13	6.30.13	Not Begun	On Track			CMS B6-B7 CMS B13
1.9.0.	<b>Deliverable: Year (1) - (1.9.0.)</b> <b>Afterschool - summer school intervention programs</b>	IS Team	1.1.13	6.30.13					
	<b>Deliverable:</b> (Performance Report): Number of students and student performance rate for participating students	Pradere Medina	6.30.13	6.30.13	Not Begun	On Track			
1.9.0.	<b>Activity: Year (2) - (1.9.0.)</b> <b>After School Intervention Program</b>		7.1.13	6.30.14					
1.9.4.	Activity: Identify Students who require additional support outside the classroom	IS Team	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.9.5.	Task: Hire staff members to support the project including a project coordinator	IS Team	8.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.9.6.	Activity: Place eligible students into the after school program	IS Team	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7 CMS C 13
1.9.7.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.9.8.	Activity: Provide after school transportation for participating students	IS Team	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7 CMS C 13
1.9.9.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7 CMS C 13
1.9.10.	Activity: Evaluate the overall success of the project	IS Team	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.9.0.	<b>Deliverable: Year (2) - (1.9.0.)</b> <b>Activity</b> <b>Afterschool - summer school intervention programs</b>	IS Team	7.1.13	6.30.14					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students	Pradere Medina	6.30.14	6.30.14	Not Begun	On Track			
1.9.0.	<b>Activity: Year (3) - (1.9.0.)</b> <b>Activity 1.9:</b> <b>After School Intervention Program</b>		7.1.14	6.30.15					
1.9.11.	Activity: Identify Students who require additional support outside the classroom	IS Team	9.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.9.12.	Activity: Hire staff members to support the project including a project coordinator	IS Team	8.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.9.13.	Activity: Place eligible students into the after school program	IS Team	9.1.14	6.30.15	Not Begun	On Track			CMS D6-D7 CMS C 13
1.9.14.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.9.15.	Activity: Provide after school transportation for participating students	IS Team	9.1.14	6.30.15	Not Begun	On Track			CMS D6-D7 CMS C 13
1.9.16.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7 CMS C 13
1.9.17.	Activity: Evaluate the overall success of the project	IS Team	9.1.14	6.30.15	Not Begun	On Track			CMS D6-D7
1.9.0.	<b>Deliverable: Year (3) - (1.9.0.)</b> <b>Afterschool - summer school intervention programs</b>	IS Team	7.1.14	6.30.15					
	<b>Deliverable</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	Pradere Medina	6.30.15	6.30.15	Not Begun	On Track			
1.9.0.	<b>Activity: Year (4) - (1.9.0.)</b> <b>After School Intervention Program</b>		7.1.15	6.30.16					
1.9.18.	Activity: Identify Students who require additional support outside the classroom	IS Team	9.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.9.19.	Activity: Hire staff members to support the project including a project coordinator	IS Team	8.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.9.20.	Activity: Place eligible students into the after school program	IS Team	9.1.15	6.30.16	Not Begun	On Track			CMS E6-E7 CMS E13
1.9.21.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.9.22.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7 CMS C 13
1.9.23.	Activity: Provide after school transportation for participating students	IS Team	9.1.15	6.30.16	Not Begun	On Track			CMS E6-E7 CMS E13
1.9.24.	Activity: Evaluate the overall success of the project	IS Team	9.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.9.0.	<b>Deliverable: Year (4) - (1.9.0.)</b> <b>Afterschool - summer school intervention programs</b>		7.1.15	6.30.16					

	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	Pradere Medina	6.30.16	6.30.16	Not Begun	On Track			
1.9.0.	<b>Activity: 2016 (Continued) - (1.9.0)</b> After School Intervention Program		7.1.16	12.31.16					
1.9.25.	Activity: Identify Students who require additional support outside the classroom	IS Team	9.1.15	12.31.16	Not Begun	On Track			CMS E6-E7
1.9.26.	Activity: Hire staff members to support the project including a project coordinator	IS Team	8.1.15	12.31.16	Not Begun	On Track			CMS E6-E7
1.9.27.	Activity: Place eligible students into the after school program	IS Team	9.1.15	12.31.16	Not Begun	On Track			CMS E6-E7 CMS E13
1.9.28.	Activity: Monitor Progress on a biweekly basis	IS Team	9.1.15	12.31.16	Not Begun	On Track			CMS E6-E7
1.9.29.	Activity: Provide after school transportation for participating students	IS Team	9.1.15	12.31.16	Not Begun	On Track			CMS E6-E7 CMS E13
1.9.30.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	IS Team- Special Education Dept.	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7 CMS C 13
1.9.31.	Activity: Evaluate the overall success of the project	IS Team	9.1.15	12.31.16	Not Begun	On Track			CMS E6-E7
1.9.0.	<b>Deliverable: 2016 (Continued) (1.9.0.)</b> Afterschool - summer school intervention programs		7.1.16	12.31.16					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	Pradere Medina	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Activity: Year (1) (1.10.0.) Project monitoring and evaluation plan</b>		1.1.13	6.30.13					
1.10.1.	Activity: Evaluation Model - Create a Comprehensive Plan for all elements of the project at each level - Developed in collaboration with the University of Nevada (Dr. Bill Thornton) - The plan will be underdevelopment until July 30, 2013.	Dr. Pradere Dr. Medina Dr. Thornton	5.1.13	6.30.13	In progress	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website.		DW B6-B7  CMS B6-B7
1.10.0.	<b>Activity: Year (2) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.2.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	Dr. Pradere Dr. Medina Dr. Thornton	6.30.13	7.30.13	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW C6-C7  CMS C6-C7
1.10.3.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	6.30.13	7.1.14	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW C6-C7  CMS C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.4.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.5.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.6.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.7.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.8.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7

1.10.9	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.10.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.11.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.12.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.13.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7 CMS C6-C7
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.13	6.30.14					
	<i>Deliverable: Quarterly curriculum implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly common assessment implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly instructional practices implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly reports defining student performance within the system. This includes both academic and school to career development</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly reports defining stakeholder adoption of Learner Centered Practices.</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) (Continued) Program evaluation Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.13	12.31.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		

	<i><b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (3) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.14.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW D6-D7  CMS D6-D7
1.10.15.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW D6-D7  CMS D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.16.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.17.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.18.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.19.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.20.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.21.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.22.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.23.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.24.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7

1.10.25.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7  CMS D6-D7
1.10.0.	<b>Milestone: Year (3) - (1.10.0.)</b> <b>Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.14	6.30.15					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (3) - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.14	6.30.15					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (4) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					



1.10.26.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7  CMS E6-E7
1.10.27.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7  CMS E6-E7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.28.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.29.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.30.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices' development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.31.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.32.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.33.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.34.	Activity: Monitor reduction in achievement gap will be reviewed quarterly and yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.35.	Activity: Other student performance measures will be reviewed and measured quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.36.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.37.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7

1.10.0.	<b>Milestone: Year (4) - (1.10.0.)</b> <b>Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.15	6.30.16					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (4) - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					



1.10.38.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7  CMS E6-E7
1.10.39.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7  CMS E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.40.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.41.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.42.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.43.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.44.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.45.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.46.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.47.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.48.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7
1.10.49.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement, and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7  CMS E6-E7

1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.)</b> <b>Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.15	12.30.16					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable :</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.11.0.	<b>Activity: Year (1) (1.11.0.) Counselor Support</b>		1.1.13	6.30.13					
1.11.1.	Activity: Form Secondary Counselor Implementation Team (RTT-D Counselor Advisory Team)	Pradere Medina	6.1.13	6.30.13	Not Begun	On Track	Team is made up of Transformation office director, Director of accountability, a site administrator from each site and a counselor from each site. The group meets monthly.		DW B6-B7 CMS B6-B7 CMS B6-B7 Pion. B6-B7
1.11.0.	<b>Activity: Year (2) (1.11.0.) Counselor Support</b>		7.1.13	6.30.14					
1.11.2.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	Pradere Medina	7.1.13	6.30.14	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW C6-C7 CMS C6-C7 CMS C6-C7 CMS C6-C7 Pion. C6-C7

1.11.3.	Provide guidance to students in both academic and career counseling - this includes work with career development opportunities	Counseling Team Sadler	8.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.11.4.	Promote and support work aligning career cluster opportunities for students (Aligned with the career cluster) The counselor PLC will meet as an across district team on a monthly basis	Pradere Medina Counseling Team Sadler Lewis	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7 CMS C6-C7
1.11.5.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	Sadler Counseling team	3.1.14	6.30.14	Not Begun	On Track			CMS C6-C7
1.11.6.	Support student access to the e-portfolio system. Train and follow-up	Sadler Counseling team	1.1.14	6.30.14	Not Begun	On Track			CMS C6-C7
1.11.7.	Quarterly Training for students to align support for both academic and career growth.	Sadler Counseling team	9.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.11.8.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	Sadler Counseling team	8.1.13	6.30.14	Not Begun	On Track			CMS C6-C7
1.11.0.	Activity: Year (3) (1.11.0.) Counselor Support		7.1.14	6.30.15					
1.11.12.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	Pradere Medina	7.1.14	6.30.15	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW D6-D7 CMS D6-D7 CMS D6-D7 Pion. D6-D7
1.11.9.	Provide guidance to students in both academic and career counseling - this includes work with career development opportunities	Counseling Team Sadler	8.1.14	6.30.15	Not Begun	On Track	4 year plan development and monitoring		CMS D6-D7
1.11.10.	Promote and support work aligning career cluster opportunities for students (Aligned with the career cluster) The counselor PLC will meet as an across district team on a monthly basis	Pradere Medina Counseling Team Sadler Lewis	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7 CMS D6-D7
1.11.12.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	Sadler Counseling team	8.1.13	6.30.14	Not Begun	On Track			CMS D6-D7
1.11.13.	Support student access to the e-portfolio system. - Train and follow-up	Sadler Counseling team	8.1.13	6.30.14	Not Begun	On Track			CMS D6-D7
1.11.14.	Quarterly Training for students to align support for both academic and career growth.	Sadler Counseling team	8.1.13	6.30.14	Not Begun	On Track			CMS D6-D7
1.11.15.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	Sadler Counseling team	8.1.13	6.30.14	Not Begun	On Track			CMS D6-D7
1.11.0.	Activity: Year (4) (1.11.0.) Counselor Support		7.1.15	6.30.16					
1.11.16.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	Pradere Medina	7.1.15	6.30.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7 CMS E6-E7 CMS E6-E7 CMS E6-E7 Pion. E6-E7
1.11.17.	Provide guidance to students in both academic and career counseling - this includes work with career development opportunities	Counseling Team Sadler	8.1.15	6.30.16	Not Begun	On Track	4 year plan development and monitoring		CMS E6-E7
1.11.18.	Promote and support work aligning career cluster opportunities for students (Aligned with the career cluster) The counselor PLC will meet as an across district team on a monthly basis	Pradere Medina Counseling Team Sadler Lewis	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7 CMS E6-E7
1.11.24.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	Sadler Counseling team	8.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.11.25.	Support student access to the e-portfolio system. - Train and follow-up	Sadler Counseling team	8.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.11.26.	Quarterly Training for students to align support for both academic and career growth.	Sadler Counseling team	8.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.11.27.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	Sadler Counseling team	8.1.15	6.30.16	Not Begun	On Track			CMS E6-E7
1.11.0.	Activity: 2016 Continued (1.11.0.) Counselor Support		7.1.16	12.31.16					

1.11.30.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7 CMS E6-E7 CMS E6-E7 Pion. E6-E7
1.11.31.	Provide guidance to students in both academic and career counseling - this includes work with career development opportunities	<i>Counseling Team Sadler</i>	7.1.16	12.31.16	Not Begun	On Track	4 year plan development and monitoring		CMS E6-E7
1.11.32.	Promote and support work aligning career cluster opportunities for students (Aligned with the career cluster) The counselor PLC will meet as an across district team on a monthly basis	<i>Pradere Medina Counseling Team Sadler Lewis</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7 CMS E6-E7
1.11.33.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Sadler Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CMS E6-E7
1.11.34.	Support student access to the e-portfolio system. - Train and follow-up	<i>Sadler Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CMS E6-E7
1.11.35	Quarterly Training for students to align support for both academic and career growth.	<i>Sadler Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CMS E6-E7
1.11.36.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Sadler Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			CMS E6-E7
1.12.0.	<b>Activity: Year 1- (1.1.0.) Electronic computer work station for parents on site (Kiosk)</b>		1.1.2013	6.30.13					
1.12.0.	<b>Activity: Year (2) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.13	6.30.14					
1.12.1.	Activity: Purchase a computer workstation for placement in the office area for parent use.	<i>Sadler</i>	11.30.13	12.30.13	Not Begun	On Track	Purchase low cost computer for access to parent portal.		CMS B10
1.12.2.	Activity: Open access to parents provide staff support as needed for parents to access stunt information	<i>Counseling Team Sadler</i>	9.15.30	12.30.13	Not Begun	On Track	Place access point in a place where office staff can provide assistance as needed.		
1.12.3.	Activity: Provide training to parents so that they can access the data	<i>Counseling Team Sadler</i>	1.1.14	6.30.14	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section		CMS B6-B7
1.12.4.	Activity: Select a location to place the workstation.	<i>Sadler</i>	9.15.30	12.30.13	Not Begun	On Track	Select a workstation area close to administrative support		
1.12.5.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	11.30.13	6.30.14	Not Begun	On Track			CMS B6-B7
	<b>Milestone: Year (1) - (1.12.0.) Information Meetings Deliverable and Milestone</b>		1.1.13	6.30.13					
	<b>Milestone: Kiosk or work station in office open for parents and parents can access the related student information during school hours.</b>	<i>Sadler</i>	2.20.13	2.20.13	Not Begun	On Track	Completed Roll Out Meetings with staff		
1.12.0.	<b>Activity: Year (3) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.14	6.30.15					
1.12.6.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.14	6.30.15	Not Begun	On Track			
1.12.7.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Team Sadler</i>	7.1.14	6.30.15	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		CMS D6-D7
1.12.0.	<b>Activity: Year (4) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</b>		7.1.15	6.30.16					
1.12.8.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.15	6.30.16	Not Begun	On Track			
1.12.9.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Team Sadler</i>	7.1.15	6.30.16	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		CMS E6-E7
1.12.0.	<b>Activity: 2016 - (1.12.0.) (Continued) Electronic computer work station for parents on site (Kiosk)</b>		7.1.16	12.30.16					
1.12.10.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.16	12.30.16	Not Begun	On Track			
1.12.11.	Activity: Provide training to parents so that they can access the data (as needed) see additional parent training above.	<i>Counseling Team Sadler</i>	7.1.16	12.30.16	Not Begun	On Track	Counselors or parent engagement staff provide training and support to parents. This is further defined above in parent training section.		CMS E6-E7

Project #5 District Wide Project Carson City School District RTT-D Project									
Project Goals/Desired Outcomes: 1. Standards: Adopting standards and assessments that prepare students to succeed in college and the work place so that they are prepared to compete in a global economy; 2. Data Systems: Employ a data subsystem to measure student growth and success, and inform teachers and principals with data about how they can improve instruction; 3. Strong teachers and administrators: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. 4. School Improvement: Turning around the lowest achieving schools.									
Narrative: This project is based on a full system redesign and program implementation addressing curriculum, assessment, instruction, and organizational development (leadership). Organizational development includes system improvements in Central Office Leadership, Establish Transformation Office and fully staff that office, Implementation Specialists services, site administrator skills and practices, teacher leader development including department chairs and other site educators, mastery student data system, individualized student portfolios, family and community engagement; this project will review current practices and then will revise and improve those practices.									
Key Performance Measures: Staffing: Implementation specialists hired and trained to begin work with transformation office to facilitate development of the project. Standards: Redesign curriculum in all courses to align with common core standards, the process will include setting the learning targets for all courses taught grades 9-12. Horizontal and vertical alignment to match college and career expectations. Assessment: Common unit and semester assessments will be designed, developed, and aligned with learning targets established within the curriculum. Data Systems: Mastery data system will be designed or purchased to measure mastery of each standard or identified skill. Individualized student portfolios that provides an academic and career pathway as well as connect the student data mastery information to each student. Data system will be used by all stakeholders to define success within the system. Instruction will be based on mastery, data collected within the data system will be used to verify that every student meets mastery in all courses and in all grade levels. Parents will have access to the student e-portfolio and all the components. Strong Teachers and Administrators: Teacher and administrator practices change from delivery-centered to learner-centered practices. Training will be provided to help these site leaders reflect about current and future practices so that they can effectively work in a Learner-Centered System. Work in Professional Learning communities will shift to focus on students meeting mastery targets. This professional conversation will center on students meeting learning targets and the use of data to verify success or a catalyst for future interventions and program improvement. Finally a program evaluation will be developed to verify the successful development and implementation of each component of this model.									
Cross-reference to other projects: Each of the four projects are connected to the development of the four components of the Learner-Centered Model. Carson High School and Pioneer High school are the least developed of the projects and will require significant effort to move this component of the project forward.									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead: On-track; Off-track; Immediate attn. reqd.	Notes	Dependent Activities (in other projects)	Budget Reference
1.1.0.	Activity: Year 1 - (1.1.0.) Informational meetings - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7  District Office B6-B7
1.1.2.	Activity: Full staff introduction and recruit staff members to apply for implementation specialists positions	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to full staff at campus faculty meeting	All Projects	DW B6-B7  District Office B6-B7
1.1.3.	Activity: Meet with Individual Departments and review the RTT-D plan, also recruit staff members to serve in Implementation Specialists roles	Stokes, Keema, Delfin, Pradere,	1.20.13	2.20.13	Completed 2.15.13	On Track	Met with each department and introduced the RTT-D project.	All Projects	DW B6-B7  District Office B6-B7
1.1.0.	Activity: Year (1) - (1.1.0.) Informational Meetings Continued.		1.1.13	6.30.13					
	Milestone: Year (1) - (1.1.0.) Information Meetings Deliverable and Milestone		1.1.13	6.30.13					
	Milestone: Meet with all district staff members in order to introduce RTT-D requirements and impact on each campus. This will allow the district to recruit staff members to serve in newly created RTT-D positions	Stokes, Keema, Delfin, Pradere,	2.20.13	2.20.13	Completed 2.20.13	On Track	Completed Roll Out Meetings with staff	All Projects	
1.1.0.	Activity: Year (2) - (1.1.0.) Informational Meetings		7.1.13	6.30.14					
1.1.0.	Activity: Year (3) - (1.1.0.) Informational Meetings		7.1.14	6.30.15					
1.1.0.	Activity: Year (4) - (1.1.0.) Informational Meetings		7.1.15	6.30.16					
1.1.0.	Activity: 2016 - (Continued) Informational Meetings		7.1.16	12.30.16					
1.2.0.	Activity: Year (1) - (1.2.0.) Project Staffing		1.1.13	6.30.13					
1.2.1.	Task: Hire Transformation Office Director and purchase technology and supplies for the year related to the position	Stokes, Keema, Delfin,	12.20.12	1.3.13	Completed 1.03.13	On Track	District Hired Dr. Steven Pradere to serve as the Transformation office Director	District Office Project - This activity is identified and funded at the District Office Level	District B6-B7 B10
1.2.2.	Task: Hire administrative assistants (1)	Pradere	3.15.13	6.15.13	Completed 3.27.13	On Track	Candidate selected: Page Ellis and will begin service 4.29.13. Office located at Carson High School this person will support the development of school to career opportunities for students as well as data collection and reporting related to the grant.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.3.	Task: Hire administrative assistant (2)	Pradere	6.1.13	7.1.13	In progress	On Track	Services same as above cell. The district will place two of these positions in June 2013 when a work station is available.	District Office Project - This activity is identified and funded at the District Office Level	District Office B6-B7
1.2.4.	Activity: Assign service parameters for each IS candidate	Pradere	3.15.13	4.30.13	Completed 3.27.13	On Track	Aligning services to departments and project pillars including program evaluation		District Office B6-B7
1.2.0.	Activity: Year (2) - (1.2.0.) Project Staffing		7.1.13	6.30.15					
1.2.5.	Monitor services provided by all RTT-D staff	Stokes Keema Medina Pradere	8.1.13	6.30.14	Not Begun	On Track	Monitor and report quality of service as part of project evaluation (Report quarterly)		District Office C6-C7
1.2.0.	Activity: Year (3) - (1.2.0.) Project Staffing		7.1.14	6.30.15					
1.2.6.	Monitor services provided by all RTT-D staff	Stokes Keema Medina Pradere	8.1.14	6.1.15	Not Begun	On Track	Monitor and report quality of service as part of project evaluation (Report quarterly)		District Office D6-D7
1.2.0.	Activity: Year (4) - (1.2.0.) Project Staffing		7.1.15	6.30.16					
1.2.7.	Monitor services provided by all RTT-D staff	Stokes Keema Medina Pradere	8.1.15	6.1.16	Not Begun	On Track	Monitor and report quality of service as part of project evaluation (Report quarterly)		District Office E6-E7
1.2.0.	Activity: 2016 (Continued) - (1.2.0.) Project Staffing		7.1.15	12.30.16					

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.2.8.	Monitor services provided by all RTT-D staff	<i>Stokes Keema Medina Pradere</i>	8.1.16	12.31.16	Not Begun	On Track	Monitor and report quality of service as part of project evaluation (Report quarterly)		District Office E6-E7
1.3.0.	<b>Activity: Year (1) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		1.1.13	7.1.13					
1.3.1.	Activity: Introductory Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes travel and supplies for training. (AOSA training, supplies, and travel included) 6. Purchase books and instructional materials to support project PD	<i>Pradere-Pryor-Ward-Medina</i>	4.23.13	6.30.13	In progress	On Track	Monitor and measure the effect of the professional development in terms of quality of training provided and possible changes in practice of staff members.		District Office B6-B7 DW B6-B7 DW B8 B10
1.3.0.	<b>Activity: Year (2) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.13	6.30.14					
1.3.2.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes travel and supplies for training. (AOSA training, supplies, and travel included)	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.1.13	6.30.14	Not Begun	On Track	Monitor and measure the effect of the professional development in terms of quality of training provided and possible changes in practice of staff members.		District Office C6-C7 DW C6-C7 DW C8 C10
1.3.0.	<b>Activity: Year (3) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.14	6.30.15					
1.3.3.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes travel and supplies for training. (AOSA training, supplies, and travel included) 6. Purchase books and instructional materials to support project PD	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.1.14	6.30.15	Not Begun	On Track	Monitor and measure the effect of the professional development in terms of quality of training provided and possible changes in practice of staff members.		District Office D6-D7 DW D6-D7 DW D8 D10
1.3.0.	<b>Activity: Year (4) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>		7.1.15	6.30.16					
1.3.4.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes travel and supplies for training. (AOSA training, supplies, and travel included) 6. Purchase books and instructional materials to support project PD	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.1.15	12.30.16	Not Begun	On Track	Monitor and measure the effect of the professional development in terms of quality of training provided and possible changes in practice of staff members.		District Office E6-E7 DW E6-E7 DW E8 E10
1.3.0.	<b>Activity: 2016 (Continued) - (1.3.0.) Professional Development for Implementation Specialists (IS)</b>								



1.1.0.	<b>Activity: Year 1 - (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.3.5.	Activity: Ongoing Training for IS Staff Training in the areas of: 1. Learner Centered Model a. Curriculum b. Assessment c. Instruction d. Organizational Development 2. Cognitive Coaching 3. Professional Learning Communities 4. Data Driven Dialogue 5. Includes travel and supplies for training. (AOSA training, supplies, and travel included) 6. Purchase books and instructional materials to support project PD	<i>Pradere - Pryor - Medina - Gosselin - Ward-DeJoseph Burton</i>	7.01.16	12.30.16	Not Begun	On Track	Monitor and measure the effect of the professional development in terms of quality of training provided and possible changes in practice of staff members.		District Office E6-E7 DW E6-E7 DW E8 E10
1.4.0.	<b>Activity: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
1.4.1.	Form School Support Teams SST's on each campus to implement the project and provide additional coaching and professional development for site administrators related to implementation of the Learner-Centered mode on each campus.	<i>Pradere-Keema-Medina</i>	2.15.13	6.30.13	In Progress	On Track	Governance structure reform model that focuses efforts of administrators and site leaders on full implementation of the project on each campus.		DW B6-B7 District Office B6-B7
1.4.2.	Activity: Set weekly meeting times to meet 2-3 hours per week for (District Office-A-Team = IS Team)	<i>Pradere</i>	2.15.13	6.30.13	In progress	On Track	Current time set and team is meeting weekly. Current work is developing organizational structures including PLC times, start and end times, etc.		DW B6-B7 District Office B6-B7
1.4.3	Activity: Develop the organizational structures including schedule, planning times, PLC's etc.	<i>Pradere - Gosselin-Beck</i>	3.15.13	6.30.13	In progress	On Track	Meeting times for leadership teams are easily set. PLC schedules will be set in August once master schedule is finalized		DW B6-B7 District Office B6-B7
1.4.4	Activity: Provide training on utilizing performance interview practices and methods for selecting most qualified and effective teachers.	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Performance interview for teacher or administrator positions requires applicants to demonstrate learner centered practices related to the position that they are applying for.		DW B6-B7 District Office B6-B7
1.4.5.	Activity: Complete hiring and staff placement for the 2013-2014 school year utilizing the performance interview process.	<i>Pradere-Keema-Medina</i>	3.15.13	6.30.13	In progress	On Track	Staff hiring and staff placement will be completed for 2013-2014 school year by 8.01.13		DW B6-B7 District Office B6-B7
1.4.0.	<b>Deliverable: Year (1) - (1.4.0.) Professional Development for Site Administrators</b>		1.1.13	6.30.13					
	<b>Deliverable:</b> Job Description for the new department chair position- all four campuses	<i>Pradere IS Team</i>	5.31.13	5.31.13	In progress	On Track	Department Chair Job Description	All Projects	
	<b>Deliverable:</b> Scoring rubric for performance interviews including new staff and department chair positions	<i>Pradere IS Team</i>	5.31.13	5.31.13	In progress	On Track	Performance interview rubric for Department Chairs and new Instructional Staff Members	All Projects	
1.4.0.	<b>Milestone: Year (1) - (1.4.0.) Professional Development for Site Administrators (Deliverables and Milestones)</b>		1.1.13	6.30.13					
	<b>Milestone:</b> Site staff utilizes performance interview process to complete all hiring including department chair positions as well as new staff coming to the campus. This also includes requests for transfers into new content areas on each campus.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	2.20.13	2.20.13	Completed 2.20.13	On Track		All Projects	
1.4.0.	<b>Activity: Year (2) - (1.4.0.) Professional development for Site Administrators</b>		7.1.13	6.30.14					
1.4.6.	Activity: (SST) organizational reform meetings continue weekly	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW C6-C7
1.4.7.	Activity: Administrator Training and Support in Curriculum Design and Development (all secondary campuses)	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW C6-C7 District Office C6-C7
1.4.8.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW C6-C7 District Office C6-C7
1.4.9.	Activity: Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas.	<i>Pradere-Pryor-District Office IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW C6-C7 District Office C6-C7
1.4.10.	Activity: Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.13	6.30.14	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW C6-C7 District Office C6-C7
1.4.11.	Activity: Administrator development in the area of family engagement.	<i>Pradere - IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW C6-C7 District Office C6-C7

1.1.0.	<b>Activity: Year 1 - (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.4.12.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.13	6.30.14	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		District Office C6-C7
1.4.0.	<b>Deliverable: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> Assessment documents available for site leaders to support student mastery in new curriculum	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Deliverable:</b> Classroom observation utilizing the T4S Observation Model, and data gathered to verify quality implementation	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Milestone: Year (2) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.13	6.30.14					
	<b>Milestone:</b> Curriculum finalized for all content and all grade levels. Documents and data available for administrators to support student mastery in the area of curriculum.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Beck	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (3) - (1.4.0.) Professional development for Site Administrators</b>		7.1.14	6.30.14					
1.4.13.	Activity: (SST) organizational reform meetings continue weekly	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW D6-D7
1.4.14.	Activity: Administrator Training and Support in Curriculum Design and Development (all secondary campuses)	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review curriculum and student performance then complete follow-up training for administrators.		DW D6-D7
1.4.15.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow-up training in support of this work.		DW D6-D7
1.4.16.	Activity: Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas.	Pradere-Pryor-District Office IS Team	7.1.14	6.30.15	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW D6-D7
1.4.17.	Activity: Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.14	6.30.15	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW D6-D7
1.4.18.	Activity: Administrator development in the area of family engagement.	Pradere - IS Team	7.1.14	6.30.15	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW D6-D7
1.4.19.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.14	6.30.15	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW D6-D7
1.4.0.	<b>Milestone: Year (3) - (1.4.0.) Professional Development for Site Administrators (Milestones)</b>		7.1.14	6.30.14					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	Stokes, Keema, Delfin, Pradere, Beck	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. Administrators used data to monitor progress.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestones:</b> Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms.	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			



1.1.0.	<b>Activity: Year 1 - (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and District Office School Reform Team.</i>	Pradere IS Team	6.30.14	6.30.14	Not Begun	On Track			
1.4.0.	<b>Activity: Year (4) - (1.4.0) Professional development for Site Administrators</b>		7.1.15	6.30.16					
1.4.20.	Activity: (SST) organizational reform meetings continue weekly	Pradere-Keema-Medina	7.1.15	6.30.16	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.21.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.15	6.30.16	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW E6-E7
1.4.22.	Activity: Administrator Training and Support in Assessment Design and Development	Pradere-Keema-Medina	7.1.15	6.30.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW E6-E7
1.4.23.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	Pradere-Pryor-District Office IS Team	7.1.15	6.30.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7
1.4.24.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	Pradere-Keema-Medina	7.1.15	6.30.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7
1.4.25.	Activity: Introductory Administrator development in the area of family engagement	Pradere - IS Team	7.1.15	6.30.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7
1.4.26.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	IS Team	7.1.15	6.30.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7
1.4.0.	<b>Milestones: Year (4) - (1.4.0.) Professional Development for Site Administrators</b>		7.1.15	6.30.16					
	<i>Milestone: Leadership Continues to utilize a performance interview process for hiring staff members.</i>	Stokes, Keema, Delfin, Pradere, Beck	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)</i>	Pradere IS Team	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)</i>	Pradere IS Team	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestones: Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)</i>	Pradere IS Team	6.30.16	6.30.16	Not Begun	On Track			
	<i>Milestone: Data Driven Dialogue central to the use on all PLC's and District Office School Reform Team.(System reviewed and revised as needed)</i>	Pradere IS Team	6.30.16	6.30.16	Not Begun	On Track			
1.4.0.	<b>Activity: 2016 Continued - (1.4.0) Professional development for Site Administrators</b>								
1.4.27.	Activity: (SST) organizational reform meetings continue weekly	Pradere-Keema-Medina	7.1.16	12.31.16	Not Begun	On Track	Weekly meetings that are used to monitor progress and adjust the reform project as needed.		DW E6-E7
1.4.28.	Activity: Administrator Training and Support in Curriculum Design and Development	Pradere-Keema-Medina	7.1.16	12.31.16	Not Begun	On Track	Review curriculum and student performance then complete follow up training for administrators.		DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.4.29.	Activity: Administrator Training and Support in Assessment Design and Development	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Review the assessments and assessment data related to the project. Complete follow up training in support of this work.		DW E6-E7
1.4.30.	Activity: Introductory Administrator Training on PLC observation, and utilizing PLC's to move student performance by content areas	<i>Pradere-Pryor-District Office IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Administrator training on PLC this includes observation, facilitation, and data collection. The focus is on moving student achievement.		DW E6-E7
1.4.31.	Activity: Introductory Administrator Training and Support in Instructional Observation and Data Collection	<i>Pradere-Keema-Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Completing learner focused instructional observation, data collection, and coaching practices. Address PD associated with the element.		DW E6-E7
1.4.32.	Activity: Introductory Administrator development in the area of family engagement	<i>Pradere - IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Training on creating, monitoring, and promoting parent engagement in a Learner-Centered System		DW E6-E7
1.4.33.	Activity: Training on data driven dialogue. Using data to create systemic reform and increased student performance for all students	<i>IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Data driven dialogue training to support systemic growth in student achievement.		DW E6-E7
1.4.0.	<b>Milestone: 2016 cont. (1.4.0.) - Professional Development for Site Administrators</b>		7.1.13	12.31.16					
	<b>Milestone:</b> Leadership Continues to utilize a performance interview process for hiring staff members.	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Curriculum and Assessment Data uploaded and utilize to verify student mastery. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery data utilized by administrators to support work conducted within each PLC. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestones:</b> Administrators utilizing T4S classroom observation data to support instructional improvement in all classrooms. (System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> Data Driven Dialogue central to the use on all PLC's and District Office School Reform Team.(System reviewed and revised as needed)	<i>Pradere IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
1.5.0.	<b>Activity: Year (1) - (1.5.0) Teacher professional development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		1.1.13	6.30.13			Teacher PD portion supported by the University of Nevada.		
1.5.1.	Activity: Professional support for Learner-Centered Practices across all four campuses	<i>District Office-IS Team</i>	6.7.13	6.30.13	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		DW B6-B7
1.5.2	Activity: Curriculum development across all four campuses	<i>District Office-IS Team</i>	6.7.13	6.1.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order for students to meet performance expectations.		DW B6-B7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.5.3.	Activity: Assessment development across all four campuses	<i>District Office-IS Team</i>	6.7.13	6.1.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		DW B6-B7
1.5.4.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly) across all four campuses	<i>Evaluation Team</i>	4.15.13	6.30.13	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		DW B6-B7
1.5.0.	<b>Milestone: Year (1) - (1.5.0.) Teacher Professional Development</b>		1.1.13	6.30.13					
	<i>Milestone: Professional Development will begin for classroom teachers with a focus on curriculum and common assessment development.</i>	<i>Stokes, Keema, Delfin, Pradere, Beck</i>	6.30.13	6.30.13	Not Begun	On Track		All Projects	
1.5.0.	<b>Activity: Year (2) - (1.5.0) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					
1.5.5.	Activity: Develop a schedule that allows all teachers with common classes to have a weekly PLC. (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Completed 5.14.13	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		DW C6-C7
1.5.6.	Activity: Professional support for Learner-Centered Practices (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		DW C6-C7
1.5.7.	Activity: Curriculum development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order to meet performance expectations.		DW C6-C7
1.5.0.	<b>Activity: Year (2) - (1.5.0) Continued Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					
1.5.8.	Activity: Assessment development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		DW C6-C7
1.5.9.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.13	6.30.14	In progress	On Track	Weekly evaluation and progress monitoring team meeting.		DW C6-C7
1.5.10.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team (Across all four campuses)	<i>District Office-IS Team District Office Counselors</i>	1.1.14	6.30.14	Not Begun	On Track	Initial training will take place second semester. Staff will learn how to access and support student use of student data and e-portfolio systems		DW C6-C7
1.5.0.	<b>Activity: Year (2) (Continued) - (1.5.0) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.13	6.30.14					

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.5.11.	Activity: Instructional development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		DW C6-C7
1.5.12.	Activity: Professional Learning Communities (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	PLC's in a Learner Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		DW C6-C7
1.5.0.	<b>Activity: Year (2) (Continued) -(1.5.0) Teacher Professional Development</b> - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.		7.1.13	6.30.14					
1.5.13.	Activity: Data Driven Dialogue including use of the data matrix and unit data system (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		DW C6-C7
1.5.14.	Activity: Parent and Family Engagement (Across all four campuses)	<i>District Office-IS Team</i>	7.1.13	6.30.14	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		DW C6-C7
1.5.0.	<b>Deliverable: Year (2) (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 6-12 by June 30, 2013</i> <i>Documentation will be in place so that all stakeholders can access this information</i>	<i>District Office-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Milestone: Year (2) - (1.5.0.) Teacher Professional Development</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>Learning Targets set and Curriculum aligned in all grades and all content areas grades 6-12</i> <i>Documentation will be in place so that all stakeholders can access this information</i>	<i>District Office-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Curriculum developed, mapped, and paced for all middle and high courses in all content areas grades 6-12</i>	<i>District Office-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Common Unit and Semester assessments developed and in some cases field tested in all content areas grades 6-12</i>	<i>District Office-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<b>Milestone:</b> <i>Student Learning Guides developed for every unit and ready to field test in all content areas and all grade levels grades 6-12</i>	<i>District Office-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools developed every unit and ready to field test in all content areas and all grade levels grades 6-12</i>	<i>District Office-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Data from field tested assessments uploaded into student mastery data system. (Across all four campuses)</i>	<i>District Office-IS Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.5.0.	<b>Activity: Year (3) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.15.	Activity: Professional support for Learner Centered Practices (Across all four campuses)	<i>District Office-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	In order to shift teacher stance from Delivery Centered to Learner Centered instructional staff will be part of professional conversations in PLC's that allow staff members to focus on the change in practice. In addition each professional development opportunity will connect learning opportunities that allow staff to anchor knowledge and change practices to better support student learning. Through this process their stance can shift from Delivery Centered to Learner Centered.		DW D6-D7
1.5.16.	Activity: Curriculum development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order for students to meet performance expectations.		DW D6-D7
1.5.17.	Activity: Assessment development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		DW D6-D7
1.5.18.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.14	6.30.15	Not Begun	On Track	Weekly evaluation and progress monitoring team meeting.		DW D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.19.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed. (Across all four campuses)	<i>District Office-IS Team District Office Counselors</i>	7.1.14	6.30.15	Not Begun	On Track	Review and follow up training as needed		DW D6-D7
1.5.120.	Activity: Instructional development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		DW D6-D7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) July 1, 2014 to June 30, 2015 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.21.	Activity: Professional Learning Communities (Across all four campuses)	<i>District Office-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		DW D6-D7
1.5.22.	Activity: Data Driven Dialogue including use of the data matrix and unit data system (Across all four campuses)	<i>District Office-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		DW D6-D7
1.5.0.	<b>Activity: Year (3) (Continued) - (1.5.0.) July 1, 2014 to June 30, 2015 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.14	6.30.15					
1.5.23.	Activity: Parent and Family Engagement (Across all four campuses)	<i>District Office-IS Team</i>	7.1.14	6.30.15	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		DW D6-D7
1.5.0.	<b>Milestone: Year (3) - (1.5.0.) Teacher Professional Development</b>		7.1.14	6.30.15					
	<b>Milestone:</b> Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)	<i>District Office-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)	<i>District Office-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)	<i>District Office-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)	<i>District Office-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)	<i>District Office-IS Team</i>	6.30.15	6.30.15	Not Begun	On Track			

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.5.0.	<b>Activity: Year (4) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.15	6.30.16					
1.5.24.	Activity: Professional support for Learner Centered Practices (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		DW E6-E7
1.5.25.	Activity: Curriculum development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order for students to meet performance expectations.		DW E6-E7
1.5.26.	Activity: Assessment development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		DW E6-E7
1.5.0.	<b>Activity: Year (4) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.15	6.30.16					
1.5.27.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly)	<i>Evaluation Team</i>	7.1.15	6.30.16	Not Begun	On Track	Weekly evaluation and progress monitoring team meeting.		DW E6-E7
1.5.28.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed.	<i>District Office-IS Team District Office Counselors</i>	7.1.15	6.30.16	Not Begun	On Track	Review and follow up training as needed		DW E6-E7
1.5.0.	<b>Activity: Year (4) (Continued) - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.15	6.30.16					
1.5.29.	Activity: Instructional development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		DW E6-E7
1.5.30.	Activity: Professional Learning Communities (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7  District Office B6-B7
1.5.0.	<b>Activity: Year (4) (Continued) - (1.5.0.) July 1, 2015 to June 30, 2016 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.15	6.30.16					
1.5.31.	Activity: Data Driven Dialogue including use of the data matrix and unit data system (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		DW E6-E7
1.5.32.	Activity: Parent and Family Engagement (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		DW E6-E7
1.5.0.	<b>Milestone: Year (4) - (1.5.0.) Teacher Professional Development</b>		7.1.15	6.30.16					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					
1.5.33.	Activity: Professional support for Learner Centered Practices (Across all four campuses)	<i>District Office-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	This is the process of connecting all teacher professional development to the Learner-Centered Model in order to reinforce or shift teacher stance to this model.		DW E6-E7



1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.5.34.	Activity: Curriculum development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Establishing the Learning Targets to align with the common core. Once established the learning targets are revisited weekly to verify clarity for stakeholders in order for students to meet performance expectations.		DW E6-E7
1.5.35.	Activity: Assessment development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Measurement of mastery is critical within the Learner-Centered System. Initially teacher teams will develop the assessments and then during implementation data will be gathered and used to verify student mastery. This data will serve as the basis of the student mastery data system or the unit data system.		DW E6-E7
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					
1.5.36.	Activity: Project Evaluation and Training Review Team including UNR Advisor - (Group meets weekly) (Across all four campuses)	<i>Evaluation Team</i>	7.1.16.	12.31.16	Not Begun	On Track	Weekly evaluation and progress monitoring team meeting.		DW E6-E7
1.5.37.	Activity: Training teachers on access of student data system and student e-portfolio systems - Training to be provided by IS Staff and Counseling team - Includes academic and career expectations for students - Review and follow up training as needed. (Across all four campuses)	<i>District Office-IS Team District Office Counselors</i>	7.1.16.	12.31.16	Not Begun	On Track	Review and follow up training as needed		DW E6-E7
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					
1.5.38.	Activity: Instructional development (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	Practices will be expected to shift away from the delivery of information toward mastery of selected knowledge and skills. This Learner-Centered approach will result in changes in planning, practice, and student performance. Teachers will regularly be checking for understanding and making adjustments in instruction as the data warrants it. This includes training in HQSI for all staff members who have not completed this training.		DW E6-E7
1.5.39.	Activity: Professional Learning Communities (Across all four campuses)	<i>District Office-IS Team</i>	7.1.15	6.30.16	Not Begun	On Track	PLC's in a Learner-Centered System focus on the mastery progress of students within each course. Training will focus on the effective use of data and changes in practice that will maximize student performance within each classroom.		DW E6-E7
1.5.0.	<b>Activity: 2016 Continued - (1.5.0.) July 1, 2015 to June 30, 2016 Teacher Professional Development - curriculum, assessment, instruction, PLC, and data driven dialogue; all services will be delivered by department.</b>		7.1.16	12.31.16					
1.5.40.	Activity: Data Driven Dialogue including use of the data matrix and unit data system (Across all four campuses)	<i>District Office-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	All teachers must be effective users of performance data. They must know how to access, identify, and utilize appropriate data to meet the needs of all students. This information will be critical to provide early interventions to students. Training and data collection of practices will be ongoing in order to verify that teacher practices align with selected data driven practices system wide.		DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.5.41.	Activity: Parent and Family Engagement (Across all four campuses)	<i>District Office-IS Team</i>	7.1.16	12.31.16	Not Begun	On Track	Parents must take an active role in support student success in a Learner-Centered System. Training will be provided to instructional staff to help encourage and follow up with all parents on a regular basis. Data will be collected to verify that parents are contacted and respond to interactions with teachers on a regular basis.		DW E6-E7
1.5.0.	<b>Deliverable: 2016 (Continued) - (1.5.0.) Teacher Professional Development</b>		7.1.16	12.31.16					
	<b>Milestone:</b> <i>Teachers utilize student mastery data system to verify student mastery in all content and all grade levels. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Learning Guides utilized by students to support student learning within each unit. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student self assessment tools utilized by students to monitor individual progress by unit (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Instruction focuses on student mastery in all content and all grade level. Student mastery data system is used to verify student mastery(Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Professional Learning Communities in all content and all grade levels focus on student mastery by unit. Student data system used to verify student mastery. (Process and system reviewed and updated as needed on a yearly basis)</i>	<i>District Office-IS Team</i>	12.31.16	12.31.16	Not Begun	On Track			
1.6.0.	<b>Activity: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		1.1.13	6.30.13					
1.6.1.	Activity: Review options for student mastery data systems already on US market place.	<i>Dr. Medina - Ms. Arthur Towns</i>	2.15.13	3.15.13	Complete 3.15.13	On Track	Review Options for Unit Mastery Student Data System.	Connects to all RTT-D Projects	DW B6-B7
1.6.2.	Activity: Send out and RFA for student mastery data system	<i>Dr. Medina - Ms. Arthur Towns</i>	3.15.13	4.15.13	Complete 4.15.13	On Track	Ask for formal proposals from vendors	Connects to all RTT-D Projects	DW B6-B7
1.6.3.	Activity: After review select top companies and request an RFP for Student Mastery Data System	<i>Dr. Medina - Ms. Arthur Towns</i>	5.15.13	6.15.13	In Progress	On Track	Request a formal proposal from top vendors	Connects to all RTT-D Projects	DW B6-B7
1.6.4.	Task: Select and purchase student mastery data system	<i>Dr. Medina - Ms. Arthur Towns</i>	6.15.13	6.30.13	In Progress	On Track	Select Unit Mastery Student Data System	Connects to all RTT-D Projects	DW B11
1.6.5.	Task: Send out and RFA for student e-portfolio system	<i>Dr. Medina - Ms. Arthur Towns</i>	2.15.13	3.1.13	Complete 3.1.13	On Track	Review options for student e-portfolio	Connects to School to Career Component of each RTT-D project	DW B6-B7
1.6.6.	Task: After review select top companies and request an RFP for Student E-Portfolio Data System	<i>Dr. Medina - Ms. Arthur Towns</i>	3.15.13	4.1.13	Complete 4.1.13	On Track	Ask for formal vendor proposals	Connects to School to Career Component of each RTT-D project	DW B6-B7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.6.7.	Task: Select and purchase student e-portfolio data system	<i>Dr. Medina - Ms. Arthur Towns</i>	4.1.13	4.30.13	Complete 4.30.13	On Track	Select e-portfolio system in line with RTT-D project requirements	Connects to School to Career Component of each RTT-D project	DW B11
1.6.0.	<b>Deliverable: Year (1) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		1.1.13	6.30.13					
	<b>Deliverable</b> <i>Student Unit Mastery data is purchased and set up for use by staff.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.13	6.30.13	Not Begun	On Track			DW C11
1.6.0.	<b>Activity: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
1.6.8	<b>Activity: Maintain unit mastery data system (Contract - update yearly)</b>	<i>Dr. Medina - Ms. Arthur Towns</i>	7.1.13	6.30.14	Not Begun	On Track	Maintain the contract of unit mastery data system purchased as part of this reform project	Connects to all RTT-D Projects	DW C11
1.6.9.	Activity: <b>(Student Unit Mastery Data System)</b> Provide Training to IS staff to learn to connect student mastery targets to student data system. This is a key component to the Curriculum and Assessment Development related to this project.	<i>Pradere - Gosselin-Beck</i>	7.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	DW C6-C7
1.6.10.	Activity: <b>(Student Unit Mastery Data System)</b> Provide staff development opportunities to teachers in order to align learning targets with student mastery data system	<i>Pradere - Gosselin-Beck</i>	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	DW C6-C7
1.6.11	Activity: <b>(Student Unit Mastery Data System)</b> Upload learning targets into student mastery data system so that it will be ready for stakeholder use	<i>Pradere - Gosselin-Beck</i>	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	DW C6-C7
1.6.12.	Activity: <b>(Student Unit Mastery Data System)</b> Upload Assessment targets in order to align the student data system with unit assessments utilized within the classroom.	<i>Pradere - Gosselin-Beck</i>	9.1.13	6.30.14	Not Begun	On Track	Train the trainers model of aligning the use of the data systems for the IS staff first and then the teaching staff.	Connects to all RTT-D Projects	DW C6-C7
1.6.13.	Activity: <b>(Student Unit Mastery Data System)</b> Teachers will field test post assessments as they are developed and ready for implementation.	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.6.0.	<b>Activity: Year (2) - (1.6.0.) (Continued) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
1.6.14.	Activity: <b>(Student E-PORTFOLIO)</b> Work with district team to set up e-portfolio project on the campus	<i>Pradere - Medina</i>	8.1.13	6.30.14	Not Begun	On Track	E-portfolio set-up		DW C11 DW C6-C7
1.6.15.	Activity: <b>(Student E-PORTFOLIO)</b> Begin the process of uploading student examples in the student e-portfolio	<i>Gosselin - Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11 DW C6-C7
1.6.16.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student grades to e-portfolio	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11 DW C6-C7
1.6.17.	Activity: <b>(Student E-PORTFOLIO)</b> Connect student mastery by unit to e-portfolio	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11 DW C6-C7
1.6.18.	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to college entrance progress for each student	<i>Medina</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11 DW C6-C7
1.6.19	Activity: <b>(Student E-PORTFOLIO)</b> Connect e-portfolio to career entrance progress for each student	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11 DW C6-C7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.6.20.	Activity: <b>(Student E-PORTFOLIO)</b> Monitor individual student progress grades and unit mastery progress	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track	Pilot process		DW C11 DW C6-C7
1.6.21.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11 DW C6-C7
1.6.0.	<b>Activity: Year (2) - (1.6.0.) (Continued) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
1.6.22.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress	<i>Counseling Team IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			DW C11 DW C6-C7
1.6.23.	Activity: <b>(Student E-PORTFOLIO)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11 DW C6-C7
1.6.24.	Activity: <b>(Student E-PORTFOLIO)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C11 DW C6-C7
1.6.0.	<b>Deliverable: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Deliverable:</b> Purchase software to manage student e-portfolio system	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			DW C11
1.6.0.	<b>Milestone: Year (2) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.13	6.30.14					
	<b>Milestone:</b> Student Unit Mastery data set up and pilot courses uploading data into the system	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	In Progress	On Track			
	<b>Milestone:</b> Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (In pilot mode)	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
1.6.0.	<b>Activity: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
1.6.25.	<b>Activity: Maintain unit mastery data system (Contract - update yearly)</b>	<i>Dr. Medina - Ms. Arthur Towns</i>	7.1.14	6.30.15	Not Begun	On Track	Maintain the contract of unit mastery data system purchased as part of this reform project	Connects to all RTT-D Projects	DW D11
1.6.26.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.27.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.28.	Activity: <b>(Student Unit Mastery Data System)</b> Monitor student progress in each area	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.29.	Activity: <b>(Student Unit Mastery Data System)</b> Individualized student plan connected to student e-portfolio	<i>STT Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.30.	Activity: <b>(Student E-PORTFOLIO)</b> Train students to connect to e-portfolio and use it to self measure progress (Includes students new the site including freshman)	<i>IS Team Department Chairs</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.31.	Activity: <b>(Student E-PORTFOLIO)</b> Connect parents to student e-portfolio use it to monitor student progress (Includes students new the site including freshman parents)	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.6.0.	<b>Activity: Year (3) - (1.6.0.) Continued Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
1.6.32.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.33.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan <b>(Individualized Learning Plan)</b>	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.34.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D11 DW D6-D7
1.6.0.	<b>Milestone: Year (3) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.14	6.30.15					
	<i>Milestone: Student mastery data system is being used by staff to monitor progress of students along path of mastery in all content and all grade levels</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	11.30.14	11.30.14	Not Begun	On Track			
	<i>Milestone: District purchases access to data system software (ongoing purchase)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	8.30.14	8.30.14	Not Begun	On Track			DW D11
	<i>Milestone: Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Including students in Freshman class)- Process updated on a yearly basis and improvements completed as needed.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<i>Milestone: Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Including students in Freshman class)- Process updated on a yearly basis and improvements completed as needed.</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.15	6.30.15	Not Begun	On Track			
1.6.0.	<b>Activity: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
1.6.35.	<b>Activity: Maintain unit mastery data system (Contract - update yearly)</b>	<i>Dr. Medina - Ms. Arthur Towns</i>	7.1.15	6.30.16	Not Begun	On Track	Maintain the contract of unit mastery data system purchased as part of this reform project	Connects to all RTT-D Projects	DW E11
1.6.33.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 DW E6-E7
1.6.34.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.6.35.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 DW E6-E7
1.6.36.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 DW E6-E7
1.6.37.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E11 DW E6-E7
1.6.0.	<b>Milestone: Year (4) - (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>District purchases access to data system software (ongoing purchase)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	8.30.15	8.30.15	Not Begun	On Track			DW E11
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Refined Use - Updated as needed)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	6.30.16	6.30.16	Not Begun	On Track			
1.6.0.	<b>Activity: 2016 Continued (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	6.30.16					
1.6.38.	<b>Activity: Maintain unit mastery data system (Contract - update yearly)</b>	<i>Dr. Medina - Ms. Arthur Towns</i>	7.1.15	12.30.16	Not Begun	On Track	Maintain the contract of unit mastery data system purchased as part of this reform project	Connects to all RTT-D Projects	DW E11
1.6.39.	Activity: <b>(Student Unit Mastery Data System)</b> Student Unit Mastery Data System is used by instructional staff to gather and monitor student mastery in every content and grade level	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 DW E6-E7
1.6.40.	Activity: <b>(Student Unit Mastery Data System)</b> Electronic and hard copy data sets will be used by teachers and teacher teams to monitor student progress and provide instructional support and interventions.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 DW E6-E7
	<b>Activity: Work related to Student E-Portfolio</b>		7.1.15	6.30.16					
1.6.41.	Activity: <b>(Student E-PORTFOLIO)</b> Students upload and access e-portfolio as part of regular educational program	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 DW E6-E7

1.1.0.	<b>Activity: Year 1 - (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.6.42.	Activity: <b>(Student E-PORTFOLIO)</b> Counselors utilize e-portfolio to support student guidance and the e-portfolio serves as a storage point for the four year grad plan	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 DW E6-E7
1.6.43.	Activity: <b>(Student E-PORTFOLIO)</b> Parents utilize and access e-portfolio to support student learning.	<i>IS Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E11 DW E6-E7
1.6.0.	<b>Milestone: 2016 Continued (1.6.0.) Student Unit Mastery Data System and Student e-Portfolio Data System</b>		7.1.15	12.30.16					
	<b>Milestone:</b> <i>Student mastery data system is used by staff members to verify student mastery by unit in all content areas and all grade levels (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> District purchases access to data system software (ongoing purchase)	<i>Dr. Medina - Ms. Arthur Towns</i>	8.30.16	8.30.16	Not Begun	On Track			DW E11
	<b>Milestone:</b> <i>Students utilize e-portfolio to store projects and high quality student work samples that can be used to monitor and share progress (Refined Use)- System updates completed on an as needed basis.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Individualized student education plan or four year grad plan is posted and accessible in the e-portfolio system (Refined Use - Updated as needed)- System updates completed on an as needed basis.	<i>Dr. Medina - Ms. Arthur Towns Counseling Team</i>	12.30.16	12.30.16	Not Begun	On Track			
1.7.0.	<b>Activity: Year (1) - (1.7.0) Student individualized Learning Opportunities</b>		1.1.13	6.31.13					
1.7.1.	Activity: <b>(School to Career Pathway)</b> Develop opportunities for all students to have access to career pathways (Across all campuses)	<i>Pradere - IS Team</i>	5.1.13	6.30.13	In Progress	On Track			DW B6-B7
1.7.2.	Activity: <b>(School to Career Pathway)</b> Begin the process of developing school to community partners who will work with the district to provide internships for District Office students.	<i>Contine - Michele Lewis</i>	4.23.13	6.30.13	In Progress	On Track	School to community meetings including partnership development activities.		DW B6-B7
1.7.3.	Activity: <b>(School to Career Pathway)</b> Start the process of developing a community partner data base	<i>Contine-Medina</i>	4.23.13	6.30.13	In Progress	On Track			DW B6-B7
1.7.4.	Activity: <b>(School to Career Pathway)</b> Begin building the infrastructure for Career Pathway - School within a School	<i>Beck - IS Team</i>	5.15.13	6.30.13	In Progress	On Track	Begin building the School within a School Model planning for all students to select a Career Pathway and provide support services related to this		DW B6-B7
1.7.0.	<b>Milestone: Year (1) - (1.7.0.) (Continued) Individualized Student Learning Opportunities</b>		7.1.13	6.30.13					
	<b>Milestone:</b> District purchases access to data system software (ongoing purchase)	<i>Dr. Medina - Ms. Arthur Towns</i>	8.30.16	8.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Freshman transitions class designed and all learning targets, assessments, and required expectations in place. This is the connection point where the high school students move into the school within a school model.</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.13	6.30.13	Not Begun	On Track			
1.7.0.	<b>Activity: Year (2) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.13	6.30.13					
1.7.5.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework)	<i>Counseling Team</i>	8.1.13	3.30.13	Not Begun	On Track	School within a school alignment to career pathway		DW C6-C7
1.7.6.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.13	12.30.13	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		DW C6-C7



1.1.0.	<b>Activity: Year 1 - (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.7.7.	Activity: <b>(School to Career Pathway)</b> Develop a four year plan for each student as part of the Freshman transition project (Individualized student plan)	<i>Counseling Team</i>	1.1.14	6.30.14	Not Begun	On Track	Required for Nevada Students		DW C6-C7
1.7.8.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.7.9.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Beck - A-Team Members</i>	3.1.14	6.30.14	Not Begun	On Track	Work to be completed at each school site SST		DW C6-C7
1.7.10.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	8.01.13	6.30.14	Not Begun	On Track	Monthly meetings at district level to improve partnerships		DW C6-C7
1.7.0.	<b>Activity: Year (2) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.13	6.30.13					
1.7.11.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		DW C6-C7
1.7.12.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		DW C6-C7
1.7.13.	Activity: <b>(School to Career Pathway)</b> Continue to develop and implement the school within a school model - aligning students and student services to one of the six career pathways.	<i>Contine- Michele Lewis- Beck - Counseling Team</i>	7.1.13	6.30.14	Not Begun	On Track	Students select career pathway and the organization continues to build systemic opportunities for students in that area.		DW C6-C7
1.7.0.	<b>Milestone: Year (2) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.13	6.30.14					
	<b>Milestone:</b> <i>All students have a four year plan in place across the campus. This includes a selection of the career path</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>A timeline is in place for all students to complete a career internship</i>	<i>Pradere - Medina- Contine - Lewis</i>	6.30.14	6.30.14	Not Begun	On Track			
	<b>Milestone:</b> <i>Number of students who have entered freshman transition course and what the individual student perception was regarding the experience</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	2.28.14	2.28.14	Not Begun	On Track			
	<b>Milestone:</b> <i>School within a school in place and students aligned with career pathway and receive support related to this selection</i>	<i>Contine- Michele Lewis- Beck - Counseling Team</i>	6.30.14	6.30.14	Not Begun	On Track			
1.7.0.	<b>Activity: Year (3) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.14.	Activity: <b>(School to Career Pathway)</b> Align advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.14	12.30.14	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		DW D6-D7
1.7.15.	Activity: <b>(School to Career Pathway)</b> Develop a four year plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	8.1.14	12.31.14	Not Begun	On Track	Required for Nevada Students		DW D6-D7
1.7.16.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.13	12.31.14	Not Begun	On Track	School within a school alignment to career pathway		DW D6-D7
1.7.17.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.15	6.30.15	Not Begun	On Track			DW D6-D7
1.7.18.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Beck - A-Team Members</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.7.19.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.7.20.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.7.0.	<b>Activity: Year (3) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.21.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		DW D6-D7
1.7.22.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		DW D6-D7
1.7.23.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			DW D6-D7
1.7.24.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			DW D6-D7
1.7.25.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			DW D6-D7
1.7.26.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			DW D6-D7
1.7.27.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			DW D6-D7
1.7.0.	<b>Activity: Year (3) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.14	6.30.15					
1.7.28.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.14	6.30.15	Not Begun	On track			DW D6-D7
1.7.0.	<b>Deliverable: Year (3) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.14	6.30.15					
	<b>Deliverable:</b> <i>All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> <i>Committee in place and timeline for all students to complete a career internship</i>	<i>Pradere - Medina-Contine - Lewis</i>	6.30.15	6.30.15	Not Begun	On Track			

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.7.0.	<b>Milestone: Year (3) - (1.7.0.) Individualized Student Learning Opportunities</b>								
	<b>Milestone:</b> <i>All students have a four year plan in place across the campus. This includes a selection of the career path (System reviewed and updated as needed)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>A timeline is in place for all students to complete a career internship</i>	<i>Pradere - Medina-Contine - Lewis</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>1. Number of students who have entered freshman transition course and what the individual student perception was regarding the experience (System reviewed and updated as needed)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone:</b> <i>School within a school in place and students aligned with career pathway and receive support related to this selection (System reviewed and updated as needed)</i>	<i>Contine- Michele Lewis- Beck - Counseling Team</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone</b> <i>Number of students who have entered freshman transition course and what the individual student perception was regarding the experience (System reviewed and updated as needed)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	6.30.15	6.30.15	Not Begun	On Track			
	<b>Milestone</b> <i>Student Performance Data related to grade passage and earned credits (System reviewed and updated as needed)</i>	<i>Pradere - Medina</i>	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Milestone: Year (3) - (1.7.0.) (Continued) Individualized Student Learning Opportunities</b>								
	<b>Milestone</b> <i>Student mastery of content all grade levels all content area (System reviewed and updated as needed)</i>	<i>Pradere - Medina</i>	6.30.15	6.30.15	Not Begun	On Track			
1.7.0.	<b>Activity: Year (4) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.29.	Activity: <b>(School to Career Pathway)</b> Align academic and career advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.15	12.30.15	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		DW E6-E7
1.7.30.	Activity: <b>(School to Career Pathway)</b> Develop a four year college and career plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	1.1.16	6.30.16	Not Begun	On Track	Required for Nevada Students		DW E6-E7
1.7.31.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.16	6.30.16	Not Begun	On Track			DW E6-E7
1.7.32.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.15	12.31.15	Not Begun	On Track	School within a school alignment to career pathway		DW E6-E7
1.7.33.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan. (College and Career Progress)	<i>Beck - A-Team Members</i>	8.1.16	6.30.16	Not Begun	On Track			DW E6-E7
1.7.34.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.7.0.	<b>Activity: Year (4) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.35.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.7.36.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		DW E6-E7
1.7.37.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Beck - IS Team</i>	7.1.15	6.30.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		DW E6-E7
1.7.38.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			DW E6-E7
1.7.39.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			DW E6-E7
1.7.0.	<b>Activity: Year (4) - (1.7.0.) (Continued) Student individualized Learning Opportunities</b>		7.1.15	6.30.16					
1.7.40.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			DW E6-E7
1.7.41.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			DW E6-E7
1.7.42.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			DW E6-E7
1.7.43.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.15	6.30.16	Not Begun	On track			DW E6-E7
1.7.0.	<b>Milestone: Year (4) - (1.7.0.) Individualized Student Learning Opportunities</b>		7.1.15	6.30.16					
	<b>Milestone:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.15	12.30.15	Not Begun	On Track			
	<b>Milestone:</b> Committee in place and timeline for all students to complete a career internship (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina-Contine - Lewis</i>	12.30.15	12.30.15	Not Begun	On Track			
	<b>Milestone:</b> Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.7.0.	<b>Milestone: Year (4) - (1.7.0.) (Cont.) Individualized Student Learning Opportunities</b>		7.1.15	6.30.16					

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<b>Milestone:</b> <i>Number of students who have entered freshman transition course and what the individual student perception was regarding the experience(System reviewed and updated quarterly as needed)</i>	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)</i>	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Milestone:</b> <i>Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas(System reviewed and updated quarterly as needed)</i>	<i>Pradere - Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.7.0.	<b>Activity: 2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		6.30.16	12.30.16					
1.7.44.	Activity: <b>(School to Career Pathway)</b> Enroll in the freshman transition course.	<i>Pradere - IS Team</i>	7.1.16	9.1.16	Not Begun	On Track	All freshman will enroll in this semester class that will provide a transition experience to induct students into the high school experience		DW E6-E7
1.7.45.	Activity: <b>(School to Career Pathway)</b> Align academic and career advisement opportunities within the freshman transition course	<i>Counseling Team</i>	10.1.16	12.30.16	Not Begun	On Track	Advisement will be part of work completed during the freshman transition courses		DW E6-E7
1.7.46.	Activity: <b>(School to Career Pathway)</b> Develop a four year college and career plan for each student as part of the Freshman transition project	<i>Counseling Team</i>	11.1.16	12.30.16	Not Begun	On Track	Required for Nevada Students		DW E6-E7
1.7.47.	Activity: <b>(School to Career Pathway)</b> Upload the four year plan into the student e-portfolio	<i>Counseling Team</i>	1.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.7.48.	Activity: <b>(School to Career Pathway)</b> Students enroll in a career pathway. (School within a school framework) - Freshman and students new to the school	<i>Counseling Team</i>	8.1.16	12.31.16	Not Begun	On Track	School within a school alignment to career pathway		DW E6-E7
1.7.0.	<b>Activity: 2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		6.30.16	12.30.16					
1.7.49.	Activity: <b>(School to Career Pathway)</b> Monitor student progress on a weekly basis to verify academic progress in alignment with the four year plan.	<i>Beck - A-Team Members</i>	8.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.7.50.	Activity: <b>(School to Career Pathway)</b> Continue to enhance community partnership opportunities and add data to the community partnership data base.	<i>Contine- Michele Lewis</i>	7.1.15	12.30.16	Not Begun	On Track			DW E6-E7
1.7.51.	Activity: <b>(School to Career Pathway)</b> Students select an internship opportunity that is to occur at least once prior to graduation.	<i>Counseling Team</i>	7.1.15	12.30.16	Not Begun	On Track			DW E6-E7
1.7.52.	Activity: <b>(School to Career Pathway)</b> Student experience and internship monitored and data gathered related to the project.	<i>Counseling Team</i>	3.1.14	6.30.14	Not Begun	On Track	Work with counselors to place students at least one time during the four high school years.		DW E6-E7
1.7.53.	Activity: <b>(Individualized Student Learning)</b> Students have learning guides for each unit of study.	<i>Beck - IS Team</i>	7.1.15	12.30.16	Not Begun	On track	This includes aligning all personnel, opportunities and methods of access		DW E6-E7
1.7.54.	Activity: <b>(Individualized Student Learning)</b> Students have rubrics for all projects and performance activities connected to each unit of study prior to entering the unit.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.7.0.	<b>2016 (Continued) - (1.7.0.) Student individualized Learning Opportunities</b>		7.1.16	6.30.16					
1.7.55.	Activity: <b>(Individualized Student Learning)</b> Students are clear about the learning expectations prior to entering units of study	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			DW E6-E7
1.7.56.	Activity: <b>(Individualized Student Learning)</b> Students utilize student self assessment guides and use those guides to measure progress toward mastery throughout the unit.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			DW E6-E7
1.7.57.	Activity: <b>(Individualized Student Learning)</b> Students not meeting learning expectations receive remediation within the content related classroom	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			DW E6-E7
1.7.58.	Activity: <b>(Individualized Student Learning)</b> Students who do not make adequate progress within the classroom will be placed in an after school or before school remediation program.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			DW E6-E7
1.7.59.	Activity: <b>(Individualized Student Learning)</b> Students work toward mastery in every unit. This includes every content and every grade level.	<i>IS - Team</i>	7.1.15	12.30.16	Not Begun	On track			DW E6-E7
1.7.0.	<b>Milestone: 2016 (Continued) - (1.7.0.) Individualized Student Learning Opportunities-</b>		7.1.16	12.30.16					
	<b>Milestone:</b> Freshman transition class in place and students are registered and participating in the course during the first semester (Freshman for current school year)(System reviewed and updated quarterly as needed)	<i>Beck - A-Team Members</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> All students have a four year plan in place across the campus. This includes a selection of the career path (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Committee in place and timeline for all students to complete a career internship (Addressing Freshman and students new to the campus)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina- Contine - Lewis</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Data Matrix used by staff to verify student progress and grade passage.(Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Mastery Data System used by all stakeholders to verify student mastery by unit for all content and all grade levels (Refinement)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.7.0.	<b>Milestone: 2016 (Continued) - (1.7.0.) Individualized Student Learning Opportunities-</b>		7.1.16	12.30.16					
	<b>Milestone:</b> Number of students who have entered freshman transition course and what the individual student perception was regarding the experience(System reviewed and updated quarterly as needed)	<i>Dr. Medina - Ms. Arthur Towns</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Milestone:</b> Student Performance Data related to grade passage and earned credits- scores closely correlated (Refinement)(System reviewed and updated quarterly as needed)	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<b>Milestone:</b> <i>Student mastery of content all grade levels all content area- Student progress on unit system correlated to state assessments in appropriate areas(System reviewed and updated quarterly as needed)</i>	<i>Pradere - Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.8.0.	<b>Activity: Year (1) - (1.8.0.) Family Engagement</b>		1.1.13	6.30.13					
1.8.0.	<b>Activity: Year (2) - (1.8.0.) Family Engagement</b>		7.1.13	6.30.14					
1.8.1.	Activity: Parent Portal Built and access aligned for parents to the e-portfolio	<i>Medina and Arthur</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.8.2.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	12.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.8.3.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.8.4.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.8.5.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	3.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.8.6.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	8.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.8.7.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	3.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.8.8.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.8.0.	<b>Activity: Year (3) - (1.8.0.) Family Engagement</b>		7.1.14	6.30.15					
1.8.9.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.8.10.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.8.11.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.8.12.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7



1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.8.13.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.8.14.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.8.15.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.8.0.	<b>Activity: Year (4) - (1.8.0.) Family Engagement</b>		7.1.15	6.30.16					
1.8.16.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.8.17.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.8.18.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.8.19.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.8.20.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.8.21.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.8.22.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.8.0.	<b>Activity: 2016 (Continued) - (1.8.0) Family Engagement</b>		7.1.16	12.31.16					
1.8.23.	Activity: Provide specific training to parents to effectively access student data systems.	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.8.24.	Activity: Connect parents to student e-portfolio	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.8.25.	Activity: Connect parents to student mastery data system	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.8.26.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Counseling Team IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.8.27.	Activity: Provide training to teachers in order to increase student engagement within each classroom	<i>IS Team</i>	7.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.8.28.	Activity: Monitor parent access on the e-portfolio and student mastery data systems	<i>Medina and Arthur</i>	7.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.8.28.	Activity: Parent Nights and Parent Trainings provided to parents explaining the Learner-Centered System - and College and Career Opportunities. Training sessions for parents will occur quarterly	<i>Counseling Team Michele Lewis</i>	7.1.16	12.30.16	Not Begun	On Track			DW E6-E7
1.9.0.	<b>Activity: Year (1) - (1.9.0.) After School Intervention Program</b>		1.1.13	6.30.13					
1.9.1.	Activity: Identify students who require credit recovery for summer school support	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			DW B6-B7
1.9.2.	Activity: Place students	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			DW B6-B7
1.9.3.	Activity: Monitor Progress on a weekly basis	<i>IS Team</i>	6.1.13	6.30.13	Not Begun	On Track			DW B6-B7
1.9.0.	<b>Deliverable: Year (1) - (1.9.0.) Afterschool - summer school intervention programs</b>	<i>IS Team</i>	1.1.13	6.30.13					
	<b>Deliverable:</b> (Performance Report): Number of students and student performance rate for participating students	<i>Pradere Medina</i>	6.30.13	6.30.13	Not Begun	On Track			
1.9.0.	<b>Activity: Year (2) - (1.9.0.) After School Intervention Program</b>		7.1.13	6.30.14					

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.9.4.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.9.5.	Task: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.9.6.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.9.7.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.9.8.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.9.9.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.9.10.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.9.0.	<b>Deliverable:</b> Year (2) - (1.9.0.) Activity Afterschool - summer school intervention programs	<i>IS Team</i>	7.1.13	6.30.14					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students	<i>Pradere Medina</i>	6.30.14	6.30.14	Not Begun	On Track			
1.9.0.	<b>Activity: Year (3) - (1.9.0.) Activity 1.9: After School Intervention Program</b>		7.1.14	6.30.15					
1.9.11.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			DW D6-D7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.9.12.	Activity: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.9.13.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.9.14.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.9.15.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.9.16.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.9.17.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.9.0.	<b>Deliverable: Year (3) - (1.9.0.) Afterschool - summer school intervention programs</b>	<i>IS Team</i>	7.1.14	6.30.15					
	<b>Deliverable</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	<i>Pradere Medina</i>	6.30.15	6.30.15	Not Begun	On Track			
1.9.0.	<b>Activity: Year (4) - (1.9.0.) After School Intervention Program</b>		7.1.15	6.30.16					
1.9.18.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.9.19.	Activity: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.9.20.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.9.21.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.9.22.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			DW E6-E7
1.9.23.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.9.24.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.9.0.	<b>Deliverable: Year (4) - (1.9.0.) Afterschool - summer school intervention programs</b>		7.1.15	6.30.16					
	<b>Deliverable:</b> (Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass fail rates)	<i>Pradere Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.9.0.	<b>Activity: 2016 (Continued) - (1.9.0)</b> After School Intervention Program		7.1.16	12.31.16					
1.9.25.	Activity: Identify Students who require additional support outside the classroom	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			DW E6-E7
1.9.26.	Activity: Hire staff members to support the project including a project coordinator	<i>IS Team</i>	8.1.15	12.31.16	Not Begun	On Track			DW E6-E7
1.9.27.	Activity: Place eligible students into the after school program	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.9.28.	Activity: Monitor Progress on a biweekly basis	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			DW E6-E7
1.9.29.	Activity: Provide after school transportation for participating students	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			DW E6-E7
1.9.30.	Activity: Students who do not meet learning targets through classroom and after school interventions will be introduced to the IC process.	<i>IS Team- Special Education Dept.</i>	9.1.13	6.30.14	Not Begun	On Track			DW E6-E7
1.9.31.	Activity: Evaluate the overall success of the project	<i>IS Team</i>	9.1.15	12.31.16	Not Begun	On Track			DW E6-E7
1.9.0.	<b><i>Deliverable: 2016 (Continued) (1.9.0.) Afterschool - summer school intervention programs</i></b>		7.1.16	12.31.16					
	<b><i>Deliverable:</i></b> <i>(Quarterly and end of year after school project report) Number of students and student performance rate for participating students- the data set includes student mastery data as well as traditional grades (pass/fail rates)</i>	<i>Pradere Medina</i>	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Activity: Year (1) (1.10.0.) Project monitoring and evaluation plan</b>		1.1.13	6.30.13					
1.10.1.	Activity: Evaluation Model - Create a Comprehensive Plan for all elements of the project at each level - Developed in collaboration with the University of Nevada (Dr. Bill Thornton) - The plan will be underdevelopment until July 30, 2013. Includes Travel to National Conference as needed. (DC)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	5.1.13	6.30.13	In progress	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website.		DW B6-B7 DW B8
1.10.0.	<b>Activity: Year (2) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.2.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	6.30.13	7.30.13	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW C6-C7
1.10.3.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	6.30.13	7.1.14	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.10.4.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.5.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.6.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.7.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.0.	<b>Activity: Year (2) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.13	6.30.14					
1.10.8.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.9.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.10.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.11.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.12.	Activity: Student progress data including pass/fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.13.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C6-C7
1.10.14.	Travel to Training or National Conference as needed to support work of the grant (includes trips to DC)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.13	6.30.14	Not Begun	On Track	Same as above		DW C8
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.13	6.30.14					
	<i>Deliverable: Quarterly curriculum implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly common assessment implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly instructional practices implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.</i>	<i>Pradere Medina Thornton</i>	6.30.14	6.30.14	Not Begun	On Track			



1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<i>Deliverable: Quarterly reports defining student performance within the system. This includes both academic and school to career development</i>	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track			
	<i>Deliverable: Quarterly reports defining stakeholder adoption of Learner Centered Practices.</i>	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) (Continued) Program evaluation</b> <i>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</i>	IS Team	7.1.13	12.31.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Milestone: Year (2) - (1.10.0.) (Continued) Program evaluation</b> <i>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</i>	IS Team	7.1.13	12.31.16					
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.14	6.30.14	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (3) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.15.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	Dr. Pradere Dr. Medina Dr. Thornton	7.1.14	6.30.15	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW D6-D7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.10.16.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.17.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.18.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.19.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.20.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.21.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.22.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.23.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.24.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.0.	<b>Activity: Year (3) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.25.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7
1.10.26.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D6-D7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.10.27.	Travel to Training or National Conference as needed to support work of the grant (includes trips to DC)	Dr. Pradere Dr. Medina Dr. Thornton	7.1.14	6.30.15	Not Begun	On Track	Same as above		DW D8
1.10.0.	<b>Milestone: Year (3) - (1.10.0.)</b> <b>Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.14	6.30.15					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (3) - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	IS Team	7.1.14	6.30.15					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<i>Milestone: Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced</i>	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<i>Milestone: Year (3) - (1.10.0.) (Continued) Program evaluation Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</i>	IS Team	7.1.14	6.30.15					
	<i>Milestone: Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced</i>	Pradere Medina Thornton	6.30.15	6.30.15	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: Year (4) - (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.28.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7
1.10.29.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.30.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.31.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.32.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.33.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	Dr. Pradere Dr. Medina Dr. Thornton	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.10.0.	<b>Activity: Year (4) (Continued) (1.10.0.) Project monitoring and evaluation plan</b>		7.1.14	6.30.15					
1.10.34.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.35.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.36.	Activity: Monitor reduction in achievement gap will be reviewed quarterly and yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.37.	Activity: Other student performance measures will be reviewed and measured quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.38.	Activity: Student progress data including pass fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.39.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.40.	Travel to Training or National Conference as needed to support work of the grant (includes trips to DC)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.15	6.30.16	Not Begun	On Track	Same as above		DW E8
1.10.0.	<b>Milestone: Year (4) - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	6.30.16					
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	<i>Pradere Medina Thornton</i>	6.30.16	6.30.16	Not Begun	On Track			

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: Year (4) - (1.10.0.) (Continued) Program evaluation</b> Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below	IS Team	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Milestone: Year (4) - (1.10.0.) (Continued) Program evaluation</b> Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below	IS Team	7.1.15	6.30.16					
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	6.30.16	6.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.41.	Activity: Evaluation Model - create a comprehensive evaluation plan - Developed in collaboration with the University of Nevada (Dr. Bill Thornton)	Dr. Pradere Dr. Medina Dr. Thornton	7.1.16	12.30.16	Not Begun	On Track	(Comprehensive Evaluation Plan) Build a comprehensive plan to collect all qualitative and quantitative data related to the project. This will include a template to be updated quarterly and shared with all stakeholders. Results will be posted on district website. Yearly progress monitoring will also take place and will also be reported on the district website.		DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.10.42.	Activity: Evaluation of the Curriculum development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Data Collection Systems currently being built and data will be collected throughout the life of the grant. Data will be used to improve practices as well as create a historical reference for the project. The University of Nevada will be providing support and guidance through the process. Curriculum development and review will include a quarterly and yearly monitoring process.		DW E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.43.	Activity: Evaluation of the Assessment development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.44.	Activity: Evaluation of the Instructional practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.45.	Activity: Evaluation of the Organizational and Leadership development (quadrant four of the Learner-Centered Model) practices development and implementation levels. This process will include at minimum a quarterly and yearly performance evaluation. Results will be posted on the Carson City School District Website.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.46.	Activity: Evaluation of the Student Data System - E-portfolio - school to career - 4 year plan, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.47.	Activity: Evaluation of the Student Academic Progress within the Unit Mastery Data System, this will include a quarterly and yearly monitoring process.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.48.	Activity: Evaluation of the High School Graduation will be reviewed yearly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.49.	Activity: Reduction in achievement gap will be reviewed yearly	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.50.	Activity: Other student performance measures	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.51.	Activity: Student progress data including pass/fail data contained on the student data matrix. This data will be reviewed quarterly.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.0.	<b>Activity: 2016 Continued (1.10.0.) Project monitoring and evaluation plan</b>		7.1.16	12.30.16					
1.10.52.	Activity: Evaluation of the Student work in career pathways - school within a school - Students select career pathway - data is collected on job placement, college placement and other key elements.	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E6-E7
1.10.53.	Travel to Training or National Conference as needed to support work of the grant (includes trips to DC)	<i>Dr. Pradere Dr. Medina Dr. Thornton</i>	7.1.16	12.30.16	Not Begun	On Track	Same as above		DW E8
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) Program evaluation: Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	12.30.16					

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7  District Office B6-B7
	<b>Deliverable:</b> Quarterly curriculum implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly common assessment implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly instructional practices implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly Learner-Centered practices including work completed in PLC's; implementation reports produced and posted on the district website	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly report on parent engagement practices related to the Learner-Centered System. This includes access to e-portfolio etc.	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable:</b> Quarterly reports defining student performance within the system. This includes both academic and school to career development	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
	<b>Deliverable :</b> Quarterly reports defining stakeholder adoption of Learner Centered Practices.	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track			
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) (Continued)</b> <b>Program evaluation</b> <b>Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below</b>	<i>IS Team</i>	7.1.15	6.30.16					
	<b>Milestone:</b> Programmatic review of curriculum development and implementation. Data gathered and reported quarterly. Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone:</b> Programmatic review of Common Assessment development, implementation, and related student performance evaluated - Quarterly and Yearly reviews produced in relation to this process.	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Instructional development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
	<b>Milestone: Programmatic review of</b> Professional Learning Communities PLC's development, this includes measuring the levels of implementation, and related student performance evaluated- Quarterly and Yearly reviews produced	<i>Pradere Medina Thornton</i>	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		



1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	Stokes, Keema, Delfin, Pradere,	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
	<b>Milestone:</b> Organizational development and practices within a Learner-Centered Organization- evaluated - Include PLC effectiveness Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.10.0.	<b>Milestone: 2016 Continued - (1.10.0.) (Continued)</b> <b>Program evaluation</b> Studies will be developed, data gathered at least quarterly and reports written to verify progress in each of the areas listed below	IS Team	7.1.15	6.30.16					
	<b>Milestone:</b> Student Data System - E-portfolio use and support of practices in a Learner Centered Organization- evaluated - Quarterly and Yearly reviews produced	Pradere Medina Thornton	12.30.16	12.30.16	Not Begun	On Track	Data Gathered and reported quarterly throughout the life of the grant		
1.11.0.	<b>Activity: Year (1) (1.11.0.) Counselor Support</b>		1.1.13	6.30.13					
1.11.1.	Activity: Form Secondary Counselor Implementation Team (RTT-D Counselor Advisory Team)	Pradere Medina	6.1.13	6.30.13	Not Begun	On Track	Team is made up of Transformation office director, Director of accountability, a site administrator from each site and a counselor from each site. The group meets monthly.		DW B6-B7
1.11.0.	<b>Activity: Year (2) (1.11.0.) Counselor Support</b>		7.1.13	6.30.14					
1.11.2.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	Pradere Medina	7.1.13	6.30.14	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW C6-C7
1.11.3.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring)	Counseling Team Lewis Contine	8.1.13	6.30.14	Not Begun	On Track	4 year plan development and monitoring		DW C6-C7
1.11.4.	Promote and support work on the school within a school model at both high schools that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	Pradere Medina Grunert Beck Lewis	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.11.5.	Verify student progress within each cluster - both academic and career based	Beck - Counseling Team	3.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.11.6.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	Beck - Counseling Team	3.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.11.7.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	Lewis Counseling team	3.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.11.8.	Support student access to the e-portfolio system. - Train and follow-up	Lewis Counseling team	1.1.14	6.30.14	Not Begun	On Track			DW C6-C7
1.11.0.	<b>Activity: Year (2) (1.11.0.) Counselor Support</b>		7.1.13	6.30.14					
1.11.9.	Quarterly Training for students to align support for both academic and career growth.	Lewis Counseling team	9.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.11.10.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	Lewis Counseling team	8.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.11.0.	<b>Activity: Year (3) (1.11.0.) Counselor Support</b>		7.1.14	6.30.15					
1.11.12.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	Pradere Medina	7.1.14	6.30.15	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW D6-D7
1.11.13.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring) New to Freshman but ongoing to students on campus - continuous improvement	Counseling Team Lewis Contine	8.1.14	6.30.15	Not Begun	On Track	4 year plan development and monitoring		DW D6-D7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.11.14.	Promote and support work on the school within a school model at Carson High School that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Beck Lewis</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.11.0.	<b>Activity: Year (3) (1.11.0.) Continued Counselor Support</b>		7.1.14	6.30.15					
1.11.15.	Verify student progress within each cluster - both academic and career based	<i>Beck - Counseling Team</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.11.16.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Beck - Counseling Team</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.11.17.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.11.18.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.11.19.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.11.20.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	8.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.11.0.	<b>Activity: Year (4) (1.11.0.) Counselor Support</b>		7.1.15	6.30.16					
1.11.21.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.15	6.30.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7
1.11.22.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring) New to Freshman but ongoing to students on campus - continuous improvement	<i>Counseling Team Lewis Contine</i>	8.1.15	6.30.16	Not Begun	On Track	4 year plan development and monitoring		DW E6-E7
1.11.23.	Promote and support work on the school within a school model at Carson High School that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Beck Lewis</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.11.24.	Verify student progress within each cluster - both academic and career based	<i>Beck - Counseling Team</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.11.25.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Beck - Counseling Team</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.11.26.	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.11.0.	<b>Activity: Year (4) (1.11.0.) Counselor Support</b>		7.1.15	6.30.16					
1.11.27.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.11.28.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.11.29.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	8.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.11.0.	<b>Activity: 2016 Continued (1.11.0.) Counselor Support</b>		7.1.16	12.31.16					
1.11.30.	Activity: District wide counselor implementation team meets monthly to provide project guidance and implementation from the counselor roll	<i>Pradere Medina</i>	7.1.16	12.31.16	Not Begun	On Track	Meet on a monthly basis, provide guidance and develop systemic improvement practices in this area.		DW E6-E7
1.11.31.	Provide guidance to students in both academic and career counseling - this includes work with Freshman Transition class (4 year plan development and monitoring) New to Freshman but ongoing to students on campus - continuous improvement	<i>Counseling Team Lewis Contine</i>	7.1.16	12.31.16	Not Begun	On Track	4 year plan development and monitoring		DW E6-E7
1.11.32.	Promote and support work on the school within a school model at Carson High School that includes serving on a school within a school committee. (Aligned with the career cluster) This also includes serving on a career cluster committee that will meet on a monthly basis	<i>Pradere Medina Grunert Beck Lewis</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.11.33.	Verify student progress within each cluster - both academic and career based	<i>Beck - Counseling Team</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.11.34.	Align CTE teachers to appropriate students for ongoing school within a school support. (Includes work on the career cluster committees)	<i>Beck - Counseling Team</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.11.35	Develop training for parents and verify their understanding of student progress in both college and career components. This includes guiding parents to effective use of the e-portfolio system	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.11.0.	<b>Activity: 2016 Continued (1.11.0.) Counselor Support</b>		7.1.16	12.31.16					
1.11.36.	Support student access to the e-portfolio system. - Train and follow-up	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.11.37.	Quarterly Training for students to align support for both academic and career growth.	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.11.38.	Provide training to teachers on e-portfolio access and aligning classrooms to career clusters	<i>Lewis Counseling team</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.12.0.	<b>Activity: Year (1) - (1.12.0.) Organizational Reform, Teacher and Administrator Evaluation System</b>		1.1.13	6.30.13					
1.12.1.	Activity: (Transformation Office Leadership Team or District SST): Meets weekly throughout the life of the grant to support full implementation on all four campuses.	<i>District SST</i>	1.15.13.	6.30.13.	In progress	On Track			DW B6-B7
1.12.2.	Activity: SST site teams meet weekly to implement the RTT-D project with the exception of EVMS which meets bi-monthly.	<i>District SST</i>	5.15.13.	6.30.13	In progress	On Track			DW B6-B7
1.12.0.	<b>Activity: Year (2) - (1.12.0.) Organizational Reform, Teacher and Administrator Evaluation System</b>		7.1.13	6.30.14					
1.12.3.	Activity: Review with instructional staff the new Teacher Evaluation System recently piloted at EVMS and move it out to the secondary teaching staff.	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.12.4.	Activity Implement the new teacher evaluation	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.12.5.	Activity: Track teacher progress utilizing the new evaluation tool.	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.12.6.	Activity: Utilize administrator evaluation tool that includes student achievement as a primary measure to evaluate principal effectiveness	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.12.7.	Activity: (Transformation Office Leadership Team or District SST): Meets weekly throughout the life of the grant to support full implementation on all four campuses.	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.12.8.	Activity: SST site teams meet weekly to implement the RTT-D project with the exception of EVMS which meets bi-monthly.	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.12.9.	Activity: Secondary Counselor Team meets monthly in order to monitor and advise on the full implementation of the counselor role within the project.	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.12.0.	<b>Activity: Year (3) - (1.12.0.) Organizational Reform, Teacher and Administrator Evaluation System</b>		7.1.14	6.30.15					
1.12.10.	Activity: Review with instructional staff the new Teacher Evaluation System recently piloted at EVMS and move it out to the secondary teaching staff.	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.12.11.	Activity Implement the new teacher evaluation - Update tool as needed	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.12.13.	Activity: Track teacher progress utilizing the new evaluation tool.	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.12.14.	Activity: Utilize administrator evaluation tool that includes student achievement as a primary measure to evaluate principal effectiveness	<i>District SST</i>	7.1.13	6.30.14	Not Begun	On Track			DW D6-D7
1.12.15.	Activity: (Transformation Office Leadership Team or District SST): Meets weekly throughout the life of the grant to support full implementation on all four campuses.	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.12.16.	Activity: SST site teams meet weekly to implement the RTT-D project with the exception of EVMS which meets bi-monthly.	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.12.17.	Activity: Secondary Counselor Team meets monthly in order to monitor and advise on the full implementation of the counselor role within the project.	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7

1.1.0.	<b>Activity: Year 1 - (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7 District Office B6-B7
1.12.0.	<b>Activity: Year (4) - (1.12.0.) Organizational Reform, Teacher and Administrator Evaluation System</b>		7.1.15	6.30.16					
1.12.18.	Activity Implement the new teacher evaluation - Update tool as needed	<i>District SST</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.12.19.	Activity: Track teacher progress utilizing the new evaluation tool.	<i>District SST</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.12.20.	Activity: Utilize administrator evaluation tool that includes student achievement as a primary measure to evaluate principal effectiveness	<i>District SST</i>			Not Begun	On Track			DW E6-E7
1.12.21.	Activity: (Transformation Office Leadership Team or District SST): Meets weekly throughout the life of the grant to support full implementation on all four campuses.	<i>District SST</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.12.22.	Activity: SST site teams meet weekly to implement the RTT-D project with the exception of EVMS which meets bi-monthly.	<i>District SST</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.12.23.	Activity: Secondary Counselor Team meets monthly in order to monitor and advise on the full implementation of the counselor role within the project.	<i>District SST</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.12.0.	<b>Activity: Year (4) - (1.12.0.) Organizational Reform, Teacher and Administrator Evaluation System</b>		7.1.16	12.30.16					
1.12.24.	Activity Implement the new teacher evaluation - Update tool as needed	<i>District SST</i>	7.1.16	12.31.13	Not Begun	On Track			DW E6-E7
1.12.25.	Activity: Track teacher progress utilizing the new evaluation tool.	<i>District SST</i>	7.1.16	12.31.13	Not Begun	On Track			DW E6-E7
1.12.26.	Activity: Utilize administrator evaluation tool that includes student achievement as a primary measure to evaluate principal effectiveness	<i>District SST</i>	7.1.16	12.31.13	Not Begun	On Track			DW E6-E7
1.12.27.	Activity: (Transformation Office Leadership Team or District SST): Meets weekly throughout the life of the grant to support full implementation on all four campuses.	<i>District SST</i>	7.1.16	12.31.13	Not Begun	On Track			DW E6-E7
1.12.28.	Activity: SST site teams meet weekly to implement the RTT-D project with the exception of EVMS which meets bi-monthly.	<i>District SST</i>	7.1.16	12.31.13	Not Begun	On Track			DW E6-E7
1.12.29.	Activity: Secondary Counselor Team meets monthly in order to monitor and advise on the full implementation of the counselor role within the project.	<i>District SST</i>	7.1.16	12.31.13	Not Begun	On Track			DW E6-E7
1.13.0.	<b>Activity: Year (1) - (1.13.0.) Credit by Exam</b>		1.1.13	6.30.13					
1.13.0.	<b>Activity: Year (2) - (1.13.0.) Credit by Exam</b>		7.1.13	6.30.14					
1.13.1.	Activity: Credit by exam policy created	<i>Keema</i>	7.1.13	6.30.14	Not Begun	On Track	Policy updated and specific plans for implementation developed		
1.13.2.	Activity: Credit by exam offered to all students	<i>Site Principals</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.13.3.	Activity: Number of credits earned through credit by exam process monitored and reported yearly	<i>Medina</i>	7.1.13	6.30.14	Not Begun	On Track			DW C6-C7
1.13.0.	<b>Milestone: Year (2) Credit by Exam- process and credits earned.</b>	<i>IS Team</i>	7.1.13	6.30.14					
	<b>Milestone: Credit by exam process in place at each middle school and high school campus</b>	<i>Keema</i>	6.30.14	6.30.14	Not Begun	On Track			
1.13.0.	<b>Activity: Year (3) - (1.13.0.) Credit by Exam</b>		7.1.14	6.30.15					
1.13.4.	Activity: Credit by exam offered to all students	<i>Site Principals</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.13.5.	Activity: Number of credits earned through credit by exam process monitored and reported yearly	<i>Medina</i>	7.1.14	6.30.15	Not Begun	On Track			DW D6-D7
1.13.0.	<b>Milestone: Year (3) Credit by Exam- process and credits earned.</b>	<i>IS Team</i>	7.1.14	6.30.15					
	<b>Milestone: Students utilize credit by exam for advancement</b>	<i>Keema</i>	9.1.14	9.1.14	Not Begun	On Track			
	<b>Milestone: Number of students tracked and reported yearly by course who earned credit through the credit by exam process</b>	<i>Medina</i>	6.30.15	6.30.15	Not Begun	On Track			
1.13.0.	<b>Activity: Year (4) - (1.13.0.) Credit by Exam</b>		7.1.15	6.30.16					
1.13.6.	Activity: Credit by exam offered to all students	<i>Site Principals</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.13.7.	Activity: Number of credits earned through credit by exam process monitored and reported yearly	<i>Medina</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.13.0.	<b>Milestone: Year (4) Credit by Exam- process and credits earned.</b>	<i>IS Team</i>	7.1.15	6.30.16					

1.1.0.	<b>Activity: Year 1- (1.1.0.) Informational meetings</b> - project introduction - Entire District include all staff members at all campuses		1.1.2013	6.30.13					
1.1.1.	Task: Introduce RTT-D project to staff members at each of the four Campus.	<i>Stokes, Keema, Delfin, Pradere,</i>	1.30.13	2.20.13	Completed 1.30.13	On Track	Presented RTT-D project to campus leadership team and planned for full staff roll out	All Projects	DW B6-B7  District Office B6-B7
	<i>Milestone: Students utilize credit by exam for advancement</i>	<i>Keema</i>	9.1.15	9.1.15	Not Begun	On Track			
	<i>Milestone: Number of students tracked and reported yearly by course who earned credit through the credit by exam process</i>	<i>Medina</i>	6.30.16	6.30.16	Not Begun	On Track			
1.13.0.	<b>Activity: 2016 - (1.13.0.) Credit by Exam</b>		7.1.16	12.30.16					
1.13.8.	Activity: Credit by exam offered to all students	<i>Site Principals</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.13.9.	Activity: Number of credits earned through credit by exam process monitored and reported yearly	<i>Medina</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.13.0.	<i>Milestone: Year 2016 Continued Credit by Exam- process and credits earned.</i>	<i>IS Team</i>	7.1.16	12.31.16					
	<i>Milestone: Students utilize credit by exam for advancement</i>	<i>Keema</i>	9.1.16	9.1.16	Not Begun	On Track			
	<i>Milestone: Number of students tracked and reported yearly by course who earned credit through the credit by exam process</i>	<i>Medina</i>	12.31.16	12.31.16	Not Begun	On Track			
1.14.0.	<b>Activity: Year (1) - (1.14.0.) Public Information</b>		1.1.13	6.30.13					
1.14.0.	<b>Activity: Year (2) - (1.14.0.) Public Information</b>		7.1.13	6.30.14					
1.14.1.	Activity: Develop a plan for public distribution of information	<i>Stokes</i>	7.1.13	6.30.14			Policy updated and specific plans for implementation developed		DW C6-C7
1.14.2.	Activity: Distribute information in alignment with the plan	<i>Stokes</i>	7.1.13	6.30.14					DW C6-C7
1.14.3.	Activity: Review successful implementation of the plan on a monthly basis	<i>Stokes</i>	7.1.13	6.30.14					DW C6-C7
1.14.0.	<i>Milestone: Year (2) (1.14.0.) Public Information</i>		7.1.13	6.30.14					
	<i>Milestone: Review and update of information distribution plan</i>	<i>Stokes</i>	10.1.13	10.1.13	Not Begun	On Track			
	<i>Milestone: Information distributed in alignment with the plan</i>	<i>Stokes</i>	6.30.14	6.30.14					
1.14.0.	<b>Activity: Year (3) - (1.14.0.) Public Information</b>		7.1.14	6.30.15					
1.14.4.	Activity: Distribute information in alignment with the plan	<i>Stokes</i>	7.1.14	6.30.15					DW D6-D7
1.14.5.	Activity: Review successful implementation of the plan on a monthly basis	<i>Stokes</i>	7.1.14	6.30.15					DW D6-D7
1.14.0.	<i>Milestone: Year (3) (1.14.0.) Public Information</i>		7.1.14	6.30.15					
	<i>Milestone: Review and update information distribution plan</i>	<i>Stokes</i>	9.1.14	9.1.14	Not Begun	On Track			
	<i>Milestone: Information distributed in alignment with the plan</i>	<i>Stokes</i>	6.30.15	6.30.15	Not Begun	On Track			
1.14.0.	<b>Activity: Year (4) - (1.14.0.) Public Information</b>		7.1.15	6.30.16					
1.14.6.	Activity: Distribute information in alignment with the plan	<i>Stokes</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.14.7.	Activity: Review successful implementation of the plan on a monthly basis	<i>Stokes</i>	7.1.15	6.30.16	Not Begun	On Track			DW E6-E7
1.14.0.	<i>Milestone: Year (4) (1.14.0.) Public Information</i>		7.1.15	6.30.16					
	<i>Milestone: Review and update information distribution plan</i>	<i>Stokes</i>	9.1.15	9.1.15	Not Begun	On Track			
	<i>Milestone: Information distributed in alignment with the plan</i>	<i>Stokes</i>	6.30.16	6.30.16	Not Begun	On Track			
1.14.0.	<b>Activity: 2016 - (1.14.0.) Public Information</b>		7.1.16	12.30.16					
1.14.8.	Activity: Distribute information in alignment with the plan	<i>Stokes</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.14.9.	Activity: Review successful implementation of the plan on a monthly basis	<i>Stokes</i>	7.1.16	12.31.16	Not Begun	On Track			DW E6-E7
1.14.0.	<i>Milestone: Year 2016 Continued (1.14.0.) Public Information</i>		7.1.16	12.31.16					
	<i>Milestone: Development of information distribution plan</i>	<i>Stokes</i>	9.1.16	9.1.16	Not Begun	On Track			
	<i>Milestone: Information distributed in alignment with the plan</i>	<i>Stokes</i>	12.31.16	12.31.16	Not Begun	On Track			
1.15.0.	<i>Activity: Year 1- (1.1.0.) Electronic computer work station for parents on site (Kiosk)</i>		1.1.2013	6.30.13					
1.15.0.	<i>Activity: Year (2) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</i>		7.1.13	6.30.14					
1.15.1.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			
1.15.0.	<i>Activity: Year (3) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</i>		7.1.14	6.30.15					
1.12.8.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>District SST</i>	7.1.14	6.30.15	Not Begun	On Track			
1.15.0.	<i>Activity: Year (4) - (1.12.0.) Electronic computer work station for parents on site (Kiosk)</i>		7.1.15	6.30.16					
1.12.10.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.15	6.30.16	Not Begun	On Track			
1.15.0.	<i>Activity: 2016 - (1.12.0.) (Continued) Electronic computer work station for parents on site (Kiosk)</i>		7.1.16	12.30.16					
1.12.13.	Activity: Maintain the computer for parent access to verify that parent portal can be accessed when ever the school is open.	<i>Technology office on site and district level</i>	7.1.16	12.30.16	Not Begun	On Track			

**Carson City School District Status Elementary School Results (E)(3)**

**Summative Assessments being used: NWEA MAP (Prediction of CRT results)**

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<b>Reading NWEA MAP (Prediction of CRT results) % of proficient and above students Grades 3-5</b>	District - Overall	70.56	71.00	72.02	75.11	78.21	81.30
	American Indian / Alaskan Native	72.97	74.00	75.00	75.11	78.21	81.30
	Asian	86.67	87.00	88.00	89.00	90.00	91.00
	Hispanic / Latino	58.43	68.92	72.02	75.11	78.21	81.30
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	79.93	80.00	81.00	82.00	83.00	84.00
	Two or more Races	76.36	77.00	78.00	79.00	80.00	81.30
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	80.00	81.00	82.00	83.00	84.00	85.00
	IEP	46.59	68.92	72.02	75.11	78.21	81.30
	LEP	56.21	68.92	72.02	75.11	78.21	81.30
	FRL	61.48	68.92	72.02	75.11	78.21	81.30

*Carson City School District Elementary School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 11-12 data and will update the table once 12-13 data becomes available. The 2011-12 data is based on actual CRT assessment results rather than MAP prediction.*

**Carson City School District Status Elementary School Results (E)(3)**

**Summative Assessments being used: NWEA MAP (Prediction of CRT results)**

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<i>Mathematics NWEA MAP (Prediction of CRT results) % of proficient and above students Grades 3-5</i>	District	77.08	78.00	79.55	82.54	85.54	88.53
	American Indian / Alaskan Native	75.68	76.56	79.55	82.54	85.54	88.53
	Asian	100.00	100.00	100.00	100.00	100.00	100.00
	Hispanic / Latino	68.49	76.56	79.55	82.54	85.54	88.53
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	83.17	84.00	85.00	86.00	87.00	88.53
	Two or more Races	80.00	81.00	82.00	82.54	85.54	88.53
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	100.00	100.00	100.00	100.00	100.00	100.00
	IEP	63.45	76.56	79.55	82.54	85.54	88.53
	LEP	68.64	76.56	79.55	82.54	85.54	88.53
	FRL	70.53	76.56	79.55	82.54	85.54	88.53

*Carson City School District Elementary School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 11-12 data and will update the table once 12-13 data becomes available. The 2011-12 data is based on actual CRT assessment results rather than MAP prediction.*

**Carson City School District Status Middle School Results (E)(3)**

**Summative Assessments being used: NWEA MAP (Prediction of CRT results)**

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<i>Reading NWEA MAP (Prediction of CRT results) % of proficient and above students Grades 6-8</i>	District	60.21	61.00	61.96	64.73	67.49	70.26
	American Indian / Alaskan Native	52.94	59.19	61.96	64.73	67.49	70.26
	Asian	91.43	92.00	93.00	94.00	95.00	96.00
	Hispanic / Latino	47.39	59.19	61.96	64.73	67.49	70.26
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	69.53	70.00	71.00	72.00	73.00	74.00
	Two or more Races	57.41	59.19	61.96	64.73	67.49	70.26
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	89.47	90.00	91.00	92.00	93.00	94.00
	IEP	24.46	59.19	61.96	64.73	67.49	70.26
	LEP	41.08	59.19	61.96	64.73	67.49	70.26
	FRL	47.78	59.19	61.96	64.73	67.49	70.26

*Carson City School District Middle School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 11-12 data and will update the table once 12-13 data becomes available. The 2011-12 data is based on actual CRT assessment results rather than MAP prediction.*



**Carson City School District Status Middle School Results (E)(3)**

**Summative Assessments being used: NWEA MAP (Prediction of CRT results)**

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<i>Mathematics NWEA MAP (Prediction of CRT results) % of proficient students and above Grades 6-8</i>	District	81.12	82.00	83.00	84.00	85.00	86.00
	American Indian / Alaskan Native	70.59	72.61	75.24	77.87	80.50	83.13
	Asian	97.14	98.00	99.00	100.00	100.00	100.00
	Hispanic / Latino	76.45	77.00	78.00	79.00	80.50	83.13
	Black / African American	N < 10	N <10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	85.11	86.00	87.00	88.00	89.00	90.00
	Two or more Races	77.78	78.00	79.00	80.00	81.00	83.13
	Pacific Islander	N < 10	N <10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	94.74	95.00	96.00	97.00	98.00	99.00
	IEP	52.17	72.61	75.24	77.87	80.50	83.13
	LEP	73.95	74.00	75.24	77.87	80.50	83.13
	FRL	75.70	76.00	77.00	77.87	80.50	83.13

*Carson City School District Middle School Status Table: Each number presented above represents the percent of proficient students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 11-12 data and will update the table once 12-13 data becomes available. The 2011-12 data is based on actual CRT assessment results rather than MAP prediction.*

**Carson City School District Status High School Grades 9-12**

**Summative Assessments being used:** Nevada State High School Proficiency Exam

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Nevada High School Proficiency Exam(HSPE) % Proficient and above English Language Arts (Reading)  Grade 11	District	82.83	83.00	85.92	90.42	94.92	99.42
	American Indian / Alaskan Native	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Hispanic / Latino	69.81	81.42	85.92	90.42	94.92	99.42
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	90.07	91.00	92.00	93.00	94.92	99.42
	Two or more Races	92.59	93.00	94.00	95.00	96.00	99.42
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	IEP	35.19	81.42	85.92	90.42	94.92	99.42
	LEP	65.29	81.42	85.92	90.42	94.92	99.42
	FRL	69.82	81.42	85.92	90.42	94.92	99.42

*Carson City School District High School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 11-12 data and will update the table once 12-13 data becomes available. The 2011-12 data is based on actual CRT assessment results rather than MAP prediction.*

**Carson City School District Status High School Grades 9-12**

**Summative Assessments being used:** Nevada State High School Proficiency Exam

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<b>Mathematics</b> Nevada High School Proficiency Exam(HSPE) % Proficient and above Grade 11	District	87.03	88.00	88.58	92.17	95.65	99.19
	American Indian / Alaskan Native	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Hispanic / Latino	78.62	85.04	88.58	92.17	95.65	99.19
	Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	White / Caucasian	91.06	92.00	93.00	94.00	95.65	99.19
	Two or more Races	92.59	93.00	94.00	95.00	95.65	99.19
	Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
	IEP	48.15	85.04	88.58	92.17	95.65	99.19
	LEP	76.03	85.04	88.58	92.17	95.65	99.19
	FRL	78.70	85.04	88.58	92.17	95.65	99.19

*Carson City School District High School Status Table: Each number presented above represents the percent of proficient and above students. (Based on a Meets Standards Projection on CRT) - Current baseline status for 2012-2013 not available 4.23.13 - utilized 11-12 data and will update the table once 12-13 data becomes available. The 2011-12 data is based on actual CRT assessment results rather than MAP prediction.*

**Carson City School District Elementary School NWEA MAP Assessment Targets (All Grade Levels)**

**% of Students Meeting NWEA MAP Annual Growth Targets: Average Performance would be equal to 50%**

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Reading NWEA MAP (% of Students Meeting Yearly Growth Targets) Elementary Grades K-9, some 10, 11, and 12	<b>Target:</b>	60.00	62.00	64.00	66.00	68.00	70.00
	District	60.00	62.00	64.00	66.00	68.00	70.00
	American Indian / Alaskan Native	60.00	62.00	64.00	66.00	68.00	70.00
	Asian	60.00	62.00	64.00	66.00	68.00	70.00
	Hispanic / Latino	60.00	62.00	64.00	66.00	68.00	70.00
	Black / African American	60.00	62.00	64.00	66.00	68.00	70.00
	White / Caucasian	60.00	62.00	64.00	66.00	68.00	70.00
	Two or more Races	60.00	62.00	64.00	66.00	68.00	70.00
	Pacific Islander	60.00	62.00	64.00	66.00	68.00	70.00
	Asian/Pacific Islander	60.00	62.00	64.00	66.00	68.00	70.00
	IEP	60.00	62.00	64.00	66.00	68.00	70.00
	LEP	60.00	62.00	64.00	66.00	68.00	70.00
	FRL	60.00	62.00	64.00	66.00	68.00	70.00

**Carson City School District Elementary School NWEA MAP Assessment Targets (All Grade Levels)**

**% of Students Meeting NWEA MAP Annual Growth Targets: Average Performance would be equal to 50%**

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<b>Math NWEA MAP (% of Students Meeting Yearly Growth Targets) Elementary Grades K-9, some 10, 11, and 12</b>	<b>Target:</b>	60.00	62.00	64.00	66.00	68.00	70.00
	District	60.00	62.00	64.00	66.00	68.00	70.00
	American Indian / Alaskan Native	60.00	62.00	64.00	66.00	68.00	70.00
	Asian	60.00	62.00	64.00	66.00	68.00	70.00
	Hispanic / Latino	60.00	62.00	64.00	66.00	68.00	70.00
	Black / African American	60.00	62.00	64.00	66.00	68.00	70.00
	White / Caucasian	60.00	62.00	64.00	66.00	68.00	70.00
	Two or more Races	60.00	62.00	64.00	66.00	68.00	70.00
	Pacific Islander	60.00	62.00	64.00	66.00	68.00	70.00
	Asian/Pacific Islander	60.00	62.00	64.00	66.00	68.00	70.00
	IEP	60.00	62.00	64.00	66.00	68.00	70.00
	LEP	60.00	62.00	64.00	66.00	68.00	70.00
	FRL	60.00	62.00	64.00	66.00	68.00	70.00

Performance Measure (Grades 3-5)										Applicable Population: Grades 3-5								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).										Reading CRTs Exceed Standards								
Subgroup	Baseline 2011-2012			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A  # Participating Students who are on track to college & career-readiness	B  Total # of Participating Students	C  % who are on track to college & career-readiness (A/B)*100	D  # Participating Students who are on track to college & career-readiness	E  Total # of Participating Students	F  % who are on track to college & career-readiness (D/E)*100	G  # Participating Students who are on track to college & career-readiness	H  Total # of Participating Students	I  % who are on track to college & career-readiness (G/H)*100	J  # Participating Students who are on track to college & career-readiness	K  Total # of Participating Students	L  % who are on track to college & career-readiness (J/K)*100	M  # Participating Students who are on track to college & career-readiness	N  Total # of Participating Students	O  % who are on track to college & career-readiness (M/N)*100	P  # Participating Students who are on track to college & career-readiness	Q  Total # of Participating Students	R  % who are on track to college & career-readiness (P/Q)*100
District	479	1622	30%	641	1622	40%	803	1622	50%	966	1622	60%	1128	1622	70%	1290	1622	80%
American Indian / Alaskan Native	7	40	18%	11	40	28%	15	40	38%	19	40	48%	23	40	58%	27	40	68%
Asian	13	29	45%	16	29	55%	19	29	65%	22	29	75%	25	29	85%	28	29	95%
Hispanic / Latino	123	658	19%	189	658	29%	255	658	39%	320	658	49%	386	658	59%	452	658	69%
Black / African American	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10
White / Caucasian	315	828	38%	398	828	48%	481	828	58%	563	828	68%	646	828	78%	729	828	88%
Two or more Races	17	54	31%	22	54	41%	28	54	51%	33	54	61%	39	54	71%	44	54	81%
Pacific Islander	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10
Asian/Pacific Islander	15	34	44%	18	34	54%	22	34	64%	25	34	74%	29	34	84%	32	34	94%
IEP	50	240	21%	74	240	31%	98	240	41%	122	240	51%	146	240	61%	170	240	71%
LEP	79	494	16%	128	494	26%	178	494	36%	227	494	46%	277	494	56%	326	494	66%
FRL	190	919	21%	282	919	31%	374	919	41%	466	919	51%	558	919	61%	650	919	71%
Carson Middle School Mathematics CRT Table is based on State CRT exam and moving ahead to the "Exceed Standard" level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time. Exceed standards" equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready. (The Teacher Effectiveness Measure is the new teacher evaluation tool that the district has implemented as part of the RTT-D project. This tool was piloted as part of the 1003(g) Eagle Valley Project and was then adopted at remaining secondary school sites. )																		

Performance Measure (Grades 3-5)										Applicable Population: Grades 3-5 Math CRTs Exceed Standards								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).																		
Subgroup	Baseline 2011-2012			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A # Participating Students who are on track to college & career-readiness	B Total # of Participating Students	C % who are on track to college & career-readiness (A/B)*100	D # Participating Students who are on track to college & career-readiness	E Total # of Participating Students	F % who are on track to college & career-readiness (D/E)*100	G # Participating Students who are on track to college & career-readiness	H Total # of Participating Students	I % who are on track to college & career-readiness (G/H)*100	J # Participating Students who are on track to college & career-readiness	K Total # of Participating Students	L % who are on track to college & career-readiness (J/K)*100	M # Participating Students who are on track to college & career-readiness	N Total # of Participating Students	O % who are on track to college & career-readiness (M/N)*100	P # Participating Students who are on track to college & career-readiness	Q Total # of Participating Students	R % who are on track to college & career-readiness (P/Q)*100
District	352	1622	22%	514	1622	32%	676	1622	42%	839	1622	52%	1001	1622	62%	1163	1622	72%
American Indian / Alaskan Native	2	40	5%	6	40	15%	10	40	25%	14	40	35%	18	40	45%	22	40	55%
Asian	14	29	48%	17	29	58%	20	29	68%	23	29	78%	26	29	88%	29	29	98%
Hispanic / Latino	96	658	15%	162	658	25%	228	658	35%	293	658	45%	359	658	55%	425	658	65%
Black / African American	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10	N < 10	7	N < 10
White / Caucasian	228	828	28%	311	828	38%	394	828	48%	476	828	58%	559	828	68%	642	828	78%
Two or more Races	10	54	19%	15	54	29%	21	54	39%	26	54	49%	32	54	59%	37	54	69%
Pacific Islander	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10	N < 10	5	N < 10
Asian/Pacific Islander	15	34	44%	18	34	54%	22	34	64%	25	34	74%	29	34	84%	32	34	94%
IEP	37	240	15%	61	240	25%	85	240	35%	109	240	45%	133	240	55%	157	240	65%
LEP	72	494	15%	121	494	25%	171	494	35%	220	494	45%	270	494	55%	319	494	65%
FRL	140	919	15%	232	919	25%	324	919	35%	416	919	45%	508	919	55%	600	919	65%

Carson Middle School Mathematics CRT Table is based on State CRT exam and moving ahead to the "Exceed Standard" level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time. "Exceed standards" equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready. (The Teacher Effectiveness Measure is the new teacher evaluation tool that the district has implemented as part of the RTT-D project. This tool was piloted as part of the 1003(g) Eagle Valley Project and was then adopted at remaining secondary school sites.)

Performance Measure (Grades 6-8)										Applicable Population: Grades 6-8								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).										Reading CRTs Exceed Standards								
Subgroup	Baseline 2011-2012			Target														
	A  # participating Students who are on track to college & career-readiness	B  Total # of participating Students	C  % who are on track to college & career-readiness (A/B)*100	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
				D  # participating Students who are on track to college & career-readiness	E  Total # of participating Students	F  % who are on track to college & career-readiness (D/E)*100	G  # participating Students who are on track to college & career-readiness	H  Total # of participating Students	I  % who are on track to college & career-readiness (G/H)*100	J  # participating Students who are on track to college & career-readiness	K  Total # of participating Students	L  % who are on track to college & career-readiness (J/K)*100	M  # participating Students who are on track to college & career-readiness	N  Total # of participating Students	O  % who are on track to college & career-readiness (M/N)*100	P  # participating Students who are on track to college & career-readiness	Q  Total # of participating Students	R  % who are on track to college & career-readiness (P/Q)*100
District	363	1580	23%	521	1580	33%	679	1580	43%	837	1580	53%	995	1580	63%	1153	1580	73%
American Indian / Alaskan Native	4	34	12%	7	34	22%	11	34	32%	14	34	42%	18	34	52%	21	34	62%
Asian	16	32	50%	19	32	60%	22	32	70%	26	32	80%	29	32	90%	32	32	100%
Hispanic / Latino	82	635	13%	146	635	23%	209	635	33%	273	635	43%	336	635	53%	400	635	63%
Black / African American	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10
White / Caucasian	247	815	30%	329	815	40%	410	815	50%	492	815	60%	573	815	70%	655	815	80%
Two or more Races	11	51	22%	16	51	32%	21	51	42%	26	51	52%	31	51	62%	37	51	72%
Pacific Islander	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10
Asian/Pacific Islander	18	36	50%	22	36	60%	25	36	70%	29	36	80%	32	36	90%	36	36	100%
IEP	7	164	4%	23	164	14%	40	164	24%	56	164	34%	73	164	44%	89	164	54%
LEP	49	472	10%	96	472	20%	143	472	30%	191	472	40%	238	472	50%	285	472	60%
FRL	111	811	14%	192	811	24%	273	811	34%	354	811	44%	435	811	54%	517	811	64%

Carson Middle School Mathematics CRT Table is based on State CRT exam and moving ahead to the "Exceed Standard" level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time."

Exceed standards" equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready. (The Teacher Effectiveness Measure is the new teacher evaluation tool that the district has implemented as part of the RTT-D project. This tool was piloted as part of the 1003(g) Eagle Valley Project and was then adopted at remaining secondary school sites.)



Performance Measure (Grades 6-8)										Applicable Population: Grades 6-8 Math CRTs Exceed Standards								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).																		
Subgroup	Baseline 2011-2012			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A  # Participating Students who are on track to college & career-readiness	B  Total # of Participating Students	C  % who are on track to college & career-readiness (A/B)*100	D  # Participating Students who are on track to college & career-readiness	E  Total # of Participating Students	F  % who are on track to college & career-readiness (D/E)*100	G  # Participating Students who are on track to college & career-readiness	H  Total # of Participating Students	I  % who are on track to college & career-readiness (G/H)*100	J  # Participating Students who are on track to college & career-readiness	K  Total # of Participating Students	L  % who are on track to college & career-readiness (J/K)*100	M  # Participating Students who are on track to college & career-readiness	N  Total # of Participating Students	O  % who are on track to college & career-readiness (M/N)*100	P  # Participating Students who are on track to college & career-readiness	Q  Total # of Participating Students	R  % who are on track to college & career-readiness (P/Q)*100
District	174	1581	11%	332	1581	21%	490	1581	31%	648	1581	41%	806	1581	51%	965	1581	61%
American Indian / Alaskan Native	2	34	6%	5	34	16%	9	34	26%	12	34	36%	16	34	46%	19	34	56%
Asian	10	32	31%	13	32	41%	16	32	51%	20	32	61%	23	32	71%	26	32	81%
Hispanic / Latino	35	635	6%	99	635	16%	162	635	26%	226	635	36%	289	635	46%	353	635	56%
Black / African American	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10	N < 10	9	N < 10
White / Caucasian	122	816	15%	204	816	25%	285	816	35%	367	816	45%	448	816	55%	530	816	65%
Two or more Races	5	51	10%	10	51	20%	15	51	30%	20	51	40%	25	51	50%	31	51	60%
Pacific Islander	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10	N < 10	4	N < 10
Asian/Pacific Islander	10	36	28%	14	36	38%	17	36	48%	21	36	58%	24	36	68%	28	36	78%
IEP	5	164	3%	21	164	13%	38	164	23%	54	164	33%	71	164	43%	87	164	53%
LEP	26	472	6%	73	472	16%	120	472	26%	168	472	36%	215	472	46%	262	472	56%
FRL	37	812	5%	118	812	15%	199	812	25%	281	812	35%	362	812	45%	443	812	55%
Carson Middle School Mathematics CRT Table is based on State CRT exam and moving ahead to the "Exceed Standard" level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time. "Exceed standards" equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready. (The Teacher Effectiveness Measure is the new teacher evaluation tool that the district has implemented as part of the RTT-D project. This tool was piloted as part of the 1003(g) Eagle Valley Project and was then adopted at remaining secondary school sites. )																		

Performance Measure (Grade 11)										Applicable Population: Grade 11								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).										Reading HSPEs Exceed Standards								
Subgroup	Baseline 2011-2012			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A # Participating Students who are on track to college & career-readiness	B Total # of Participating Students	C % who are on track to college & career-readiness (A/B)*100	D # Participating Students who are on track to college & career-readiness	E Total # of Participating Students	F % who are on track to college & career-readiness (D/E)*100	G # Participating Students who are on track to college & career-readiness	H Total # of Participating Students	I % who are on track to college & career-readiness (G/H)*100	J # Participating Students who are on track to college & career-readiness	K Total # of Participating Students	L % who are on track to college & career-readiness (J/K)*100	M # Participating Students who are on track to college & career-readiness	N Total # of Participating Students	O % who are on track to college & career-readiness (M/N)*100	P # Participating Students who are on track to college & career-readiness	Q Total # of Participating Students	R % who are on track to college & career-readiness (P/Q)*100
District	98	526	19%	151	526	29%	204	526	39%	256	526	49%	309	526	59%	361	526	69%
American Indian / Alaskan Native	3	11	27%	4	11	37%	5	11	47%	6	11	57%	7	11	67%	9	11	77%
Asian	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10
Hispanic / Latino	5	169	3%	22	169	13%	39	169	23%	56	169	33%	73	169	43%	90	169	53%
Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
White / Caucasian	84	314	27%	115	314	37%	146	314	47%	178	314	57%	209	314	67%	241	314	77%
Two or more Races	7	28	25%	10	28	35%	13	28	45%	15	28	55%	18	28	65%	21	28	75%
Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
IEP	2	58	4%	8	58	14%	14	58	24%	19	58	34%	25	58	44%	31	58	54%
LEP	0	24	0%	2	24	10%	5	24	20%	7	24	30%	10	24	40%	12	24	50%
FRL	11	169	7%	28	169	17%	45	169	27%	62	169	37%	79	169	47%	96	169	57%

Carson Middle School Mathematics HSPE Table is based on State HSPE exam and moving ahead to the "Exceed Standard" level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time." Exceed standards" equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready. (The Teacher Effectiveness Measure is the new teacher evaluation tool that the district has implemented as part of the RTT-D project. This tool was piloted as part of the 1003(g) Eagle Valley Project and was then adopted at remaining secondary school sites. )

Performance Measure (Grade 11)										Applicable Population: Grade 11 Math HSPEs Exceed Standards									
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).																			
Subgroup	Baseline 2011-2012			Target															
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)			
	A  # Participating Students who are on track to college- & career-readiness	B  Total # of Participating Students	C  % who are on track to college- & career-readiness (A/B)*100	D  # Participating Students who are on track to college- & career-readiness	E  Total # of Participating Students	F  % who are on track to college- & career-readiness (D/E)*100	G  # Participating Students who are on track to college- & career-readiness	H  Total # of Participating Students	I  % who are on track to college- & career-readiness (G/H)*100	J  # Participating Students who are on track to college- & career-readiness	K  Total # of Participating Students	L  % who are on track to college- & career-readiness (J/K)*100	M  # Participating Students who are on track to college- & career-readiness	N  Total # of Participating Students	O  % who are on track to college- & career-readiness (M/N)*100	P  # Participating Students who are on track to college- & career-readiness	Q  Total # of Participating Students	R  % who are on track to college- & career-readiness (P/Q)*100	
District	144	526	27%	197	526	37%	249	526	47%	302	526	57%	355	526	67%	407	526	77%	
American Indian / Alaskan Native	0	11	0%	1	11	10%	2	11	20%	3	11	30%	4	11	40%	6	11	50%	
Asian	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10	N < 10	0	N < 10	
Hispanic / Latino	20	169	12%	37	169	22%	54	169	32%	71	169	42%	88	169	52%	105	169	62%	
Black / African American	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	
White / Caucasian	111	314	35%	142	314	45%	174	314	55%	205	314	65%	236	314	75%	268	314	85%	
Two or more Races	12	28	44%	15	28	54%	18	28	64%	21	28	74%	24	28	84%	26	28	94%	
Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	
Asian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	
IEP	0	58	0%	6	58	10%	12	58	20%	17	58	30%	23	58	40%	29	58	50%	
LEP	0	24	0%	2	24	10%	5	24	20%	7	24	30%	10	24	40%	12	24	50%	
FRL	20	169	12%	37	169	22%	53	169	32%	70	169	42%	87	169	52%	104	169	62%	
Carson Middle School Mathematics HSPE Table is based on State HSPE exam and moving ahead to the "Exceed Standard" level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time. "Exceed standards" equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready. (The Teacher Effectiveness Measure is the new teacher evaluation tool that the district has implemented as part of the RTT-D project. This tool was piloted as part of the 1003(g) Eagle Valley Project and was then adopted at remaining secondary school sites. )																			

Carson Middle School Mathematics HSPE Table is based on State HSPE exam and moving ahead to the "Exceed Standard" level. The level of performance on this table is similar to tables on pgs. 22-25 the scores on the previous tables are based on a meets standard rating. Achieving a meets standard rating equates to remediation at the college level fifty percent of the time." Exceed standards" equates to being ready to participate in college level classes without remediation. Based on previous data this table demonstrates that in the year 2016-2017 that of the remaining 18% of students who meet standards, 9% of those students would require remediation, the other 9% would not. Thus 91 % of students in this group would be recognized as college and career ready. (The Teacher Effectiveness Measure is the new teacher evaluation tool that the district has implemented as part of the RTT-D project. This tool was piloted as part of the 1003(g) Eagle Valley Project and was then adopted at remaining secondary school sites. )

# Grantee: Carson City School District

Performance Measure Grades 6-12										Applicable Population: High Schools and Middle Schools									
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice)										Grades 6-12 All content areas All grade levels									
Highly Effective Teacher		Baseline			Target														
		SY 2011-2012			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher	# participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	999	3996	25%	1199	3996	30%	1598	3996	40%	2198	3996	55%	2597	3996	65%	2877	3996	72%
Alaskan/Native American	Teacher	21	83	25%	25	83	30%	33	83	40%	46	83	55%	54	83	65%	60	83	72%
Asian	Teacher	15	60	25%	18	60	30%	24	60	40%	33	60	55%	39	60	65%	43	60	72%
Hispanic / Latino	Teacher	372	1488	25%	446	1488	30%	595	1488	40%	818	1488	55%	967	1488	65%	1071	1488	72%
Black African American	Teacher	5	20	25%	6	20	30%	8	20	40%	11	20	55%	13	20	65%	14	20	72%
Whiter/ Caucasian	Teacher	452	1806	25%	542	1806	30%	722	1806	40%	993	1806	55%	1174	1806	65%	1300	1806	72%
Two or more Races	Teacher	36	144	25%	43	144	30%	58	144	40%	79	144	55%	94	144	65%	104	144	72%
Pacific Islander	Teacher	2	7	25%	2	7	30%	3	7	40%	4	7	55%	5	7	65%	5	7	72%
Asian/Pacific Islander	Teacher	20	80	25%	24	80	30%	32	80	40%	44	80	55%	52	80	65%	58	80	72%
IEP	Teacher	113	452	25%	136	452	30%	181	452	40%	249	452	55%	294	452	65%	325	452	72%
LEP	Teacher	154	616	25%	185	616	30%	246	616	40%	339	616	55%	400	616	65%	444	616	72%
FRL	Teacher	433	1733	25%	520	1733	30%	693	1733	40%	953	1733	55%	1126	1733	65%	1248	1733	72%

Administrator and Teacher ratings are estimated values due to the stage of development of the curriculum/assessment systems and the teacher/administrator evaluation systems. The district is in the process of upgrading its teacher/administrator evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created will be needed to verify mastery in each of these subjects. This work is ongoing and actual values will become available in alignment with the new teacher and administrator evaluation system that is being created. This work is following the work completed as part of the 1003(g) SIG project. Timing of placement is aligned with the ESEA waiver and work with state (Nevada Department of Education) teams to complete this process.

Grantee: Carson City School District
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**Performance Measure Grades 6-12**  
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a effective teacher (as defined in this notice) and a effective principal (as defined in this notice)

<b>Applicable Population:</b> High Schools Grades 6-12 All content areas All grade levels
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Effective Teacher		Baseline			Target														
		SY 2011-2012			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher	# participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100
All participating students	Teacher	2398	3996	60%	2797	3996	70%	2997	3996	75%	3397	3996	85%	3596	3996	90%	3676	3996	92%
Alaskan/Native American	Teacher	50	83	60%	58	83	70%	62	83	75%	71	83	85%	75	83	90%	76	83	92%
Asian	Teacher	36	60	60%	42	60	70%	45	60	75%	51	60	85%	54	60	90%	55	60	92%
Hispanic / Latino	Teacher	893	1488	60%	1042	1488	70%	1116	1488	75%	1265	1488	85%	1339	1488	90%	1369	1488	92%
Black African American	Teacher	12	20	60%	14	20	70%	15	20	75%	17	20	85%	18	20	90%	18	20	92%
Whiter/ Caucasian	Teacher	1084	1806	60%	1264	1806	70%	1355	1806	75%	1535	1806	85%	1625	1806	90%	1662	1806	92%
Two or more Races	Teacher	86	144	60%	101	144	70%	108	144	75%	122	144	85%	130	144	90%	132	144	92%
Pacific Islander	Teacher	4	7	60%	5	7	70%	5	7	75%	6	7	85%	6	7	90%	6	7	92%
Asian/Pacific Islander	Teacher	48	80	60%	56	80	70%	60	80	75%	68	80	85%	72	80	90%	74	80	92%
IEP	Teacher	271	452	60%	316	452	70%	339	452	75%	384	452	85%	407	452	90%	416	452	92%
LEP	Teacher	370	616	60%	431	616	70%	462	616	75%	524	616	85%	554	616	90%	567	616	92%
FRL	Teacher	1040	1733	60%	1213	1733	70%	1300	1733	75%	1473	1733	85%	1560	1733	90%	1594	1733	92%

Administrator and Teacher ratings are estimated values due to the stage of development of the curriculum/assessment systems and the teacher/administrator evaluation systems. The district is in the process of upgrading its teacher/administrator evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created will be needed to verify mastery in each of these subjects. This work is ongoing and actual values will become available in alignment with the new teacher and administrator evaluation system that is being created. This work is following the work completed as part of the 1003(g) SIG project. Timing of placement is aligned with the ESEA waiver and work with state (Nevada Department of Education) teams to complete this process.

**Grantee: Carson City School District**

**Performance Measure Grades 6-12**

a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice)

<b>Applicable Population:</b> High Schools Grades 6-12 All content areas All grade levels
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Highly Effective Principal/Site administrator		Target																	
		Baseline			Target														
		SY 2011-2012			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
Subgroup	Highly Effective Principal	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
		# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
All participating students	Principal	799	3996	20%	1198.8	3996	30%	1598.4	3996	40%	1998	3996	50%	2397.6	3996	60%	2797.2	3996	70%
Alaskan/Native American	Principal	17	83	20%	24.9	83	30%	33.2	83	40%	41.5	83	50%	49.8	83	60%	58.1	83	70%
Asian	Principal	12	60	20%	18	60	30%	24	60	40%	30	60	50%	36	60	60%	42	60	70%
Hispanic / Latino	Principal	298	1488	20%	446.4	1488	30%	595.2	1488	40%	744	1488	50%	892.8	1488	60%	1041.6	1488	70%
Black African American	Principal	4	20	20%	6	20	30%	8	20	40%	10	20	50%	12	20	60%	14	20	70%
Whiter/ Caucasian	Principal	361	1806	20%	541.8	1806	30%	722.4	1806	40%	903	1806	50%	1083.6	1806	60%	1264.2	1806	70%
Two or more Races	Principal	29	144	20%	43.2	144	30%	57.6	144	40%	72	144	50%	86.4	144	60%	100.8	144	70%
Pacific Islander	Principal	1	7	20%	2.1	7	30%	2.8	7	40%	3.5	7	50%	4.2	7	60%	4.9	7	70%
Asian/Pacific Islander	Principal	16	80	20%	24	80	30%	32	80	40%	40	80	50%	48	80	60%	56	80	70%
IEP	Principal	90	452	20%	135.6	452	30%	180.8	452	40%	226	452	50%	271.2	452	60%	316.4	452	70%
LEP	Principal	123	616	20%	184.8	616	30%	246.4	616	40%	308	616	50%	369.6	616	60%	431.2	616	70%
FRL	Principal	347	1733	20%	519.9	1733	30%	693.2	1733	40%	866.5	1733	50%	1039.8	1733	60%	1213.1	1733	70%

Administrator and Teacher ratings are estimated values due to the stage of development of the curriculum/assessment systems and the teacher/administrator evaluation systems. The district is in the process of upgrading its teacher/administrator evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created will be needed to verify mastery in each of these subjects. This work is ongoing and actual values will become available in alignment with the new teacher and administrator evaluation system that is being created. This work is following the work completed as part of the 1003(g) SIG project. Timing of placement is aligned with the ESEA waiver and work with state (Nevada Department of Education) teams to complete this process. (This data is based on developing highly effective site administrators in all roles)

Grantee: Carson City School District

Performance Measure Grades 6-12  
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a effective teacher (as defined in this notice) and a effective principal (as defined in this notice)

Applicable Population: High Schools  
Grades 6-12  
All content areas  
All grade levels

Effective Principal/Site administrator		Baseline			Target														
		SY 2011-2012			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with highly Effective Teachers/Principal (P/Q)*100
All participating students	Principal	2398	3996	60%	2797	3996	70%	2997	3996	75%	3397	3996	85%	3596	3996	90%	3676	3996	92%
Alaskan/Native American	Principal	50	83	60%	58	83	70%	62	83	75%	71	83	85%	75	83	90%	76	83	92%
Asian	Principal	36	60	60%	42	60	70%	45	60	75%	51	60	85%	54	60	90%	55	60	92%
Hispanic / Latino	Principal	893	1488	60%	1042	1488	70%	1116	1488	75%	1265	1488	85%	1339	1488	90%	1369	1488	92%
Black African American	Principal	12	20	60%	14	20	70%	15	20	75%	17	20	85%	18	20	90%	18	20	92%
Whiter/ Caucasian	Principal	1084	1806	60%	1264	1806	70%	1355	1806	75%	1535	1806	85%	1625	1806	90%	1662	1806	92%
Two or more Races	Principal	86	144	60%	101	144	70%	108	144	75%	122	144	85%	130	144	90%	132	144	92%
Pacific Islander	Principal	4	7	60%	5	7	70%	5	7	75%	6	7	85%	6	7	90%	6	7	92%
Asian/Pacific Islander	Principal	48	80	60%	56	80	70%	60	80	75%	68	80	85%	72	80	90%	74	80	92%
IEP	Principal	271	452	60%	316	452	70%	339	452	75%	384	452	85%	407	452	90%	416	452	92%
LEP	Principal	370	616	60%	431	616	70%	462	616	75%	524	616	85%	554	616	90%	567	616	92%
FRL	Principal	1040	1733	60%	1213	1733	70%	1300	1733	75%	1473	1733	85%	1560	1733	90%	1594	1733	92%

Administrator and Teacher ratings are estimated values due to the stage of development of the curriculum/assessment systems and the teacher/administrator evaluation systems. The district is in the process of upgrading its teacher/administrator evaluation system that is aligned with new Nevada Legislation. Secondly over seventy percent of the teachers are working with students in ESEA non-tested subjects therefore the curriculum and assessment system created will be needed to verify mastery in each of these subjects. This work is ongoing and actual values will become available in alignment with the new teacher and administrator evaluation system that is being created. This work is following the work completed as part of the 1003(g) SIG project. Timing of placement is aligned with the ESEA waiver and work with state (Nevada Department of Education) teams to complete this process. (This data is based on developing highly effective site administrators in all roles)

Performance Measure (Grades 9-12 – a)									Applicable Population: Carson City School District FASFA									
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																		
	Baseline SY 2011-2012			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (D/E)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (G/H)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (J/K)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (M/N)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (P/Q)*100
All participating students	0	575	0%	288	575	50%	431	575	75%	569	575	99%	569	575	99%	569	575	99%
Alaskan/Native American	0	10	0%	5	10	50%	8	10	75%	10	10	99%	10	10	99%	10	10	99%
Asian	0	5	0%	3	5	50%	4	5	75%	5	5	99%	5	5	99%	5	5	99%
Hispanic / Latino	0	204	0%	102	204	50%	153	204	75%	202	204	99%	202	204	99%	202	204	99%
Black African American	0	1	0%	1	1	50%	1	1	75%	1	1	99%	1	1	99%	1	1	99%
Whiter/ Caucasian	0	234	0%	117	234	50%	176	234	75%	232	234	99%	232	234	99%	232	234	99%
Two or more Races	0	23	0%	12	23	50%	17	23	75%	23	23	99%	23	23	99%	23	23	99%
Pacific Islander	0	1.75	0%	1	1.75	50%	1	1.75	75%	2	1.75	99%	2	1.75	99%	2	1.75	99%
Asian/Pacific Islander	0	11	0%	6	11	50%	8	11	75%	11	11	99%	11	11	99%	11	11	99%
IEP	0	113	0%	57	113	50%	85	113	75%	112	113	99%	112	113	99%	112	113	99%
LEP	0	29	0%	15	29	50%	22	29	75%	29	29	99%	29	29	99%	29	29	99%
FRL	0	220	0%	110	220	50%	165	220	75%	218	220	99%	218	220	99%	218	220	99%
Prior to the 2012 2013 school year the school district did not make a concerted effort to have students complete the FASFA applications. "0" in this table represents no data gathered on the number of students who have completed the FASFA forms within a school supported system.																		



Performance Measure (Grades 9-12 – a)									Applicable Population: Carson City School District Seniors taking ACCUPLACER and ACT - Math and Reading									
Student scores on ACT and or ACCUPLACER meeting minimum score for Nevada University's to allow students to enter math or reading without remediation																		
Subgroup	Baseline SY 2011-2012			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who have completed and submitted who earned basic score not requiring remediation	Total # of Participating Students	% who met minimum score (D/E)*100	# Participating Students who have completed and submitted who earned basic score not requiring remediation	Total # of Participating Students	% who met minimum score (D/E)*100	# Participating Students who have completed and submitted who earned basic score not requiring remediation	Total # of Participating Students	% who met minimum score (D/E)*100	# Participating Students who have completed and submitted who earned basic score not requiring remediation	Total # of Participating Students	% who met minimum score (D/E)*100	# Participating Students who have completed and submitted who earned basic score not requiring remediation	Total # of Participating Students	% who met minimum score (D/E)*100	# Participating Students who have completed and submitted who earned basic score not requiring remediation	Total # of Participating Students	% who met minimum score (D/E)*100
All participating students	0	575	0%	127	575	22%	259	575	45%	368	575	64%	472	575	82%	500	575	87%
Alaskan/Native American	0	10	0%	2	10	22%	5	10	45%	6	10	64%	8	10	82%	9	10	87%
Asian	0	5	0%	1	5	22%	2	5	45%	3	5	64%	4	5	82%	4	5	87%
Hispanic / Latino	0	204	0%	45	204	22%	92	204	45%	131	204	64%	167	204	82%	177	204	87%
Black African American	0	1	0%	0	1	22%	0	1	45%	1	1	64%	1	1	82%	1	1	87%
Whiter/ Caucasian	0	234	0%	51	234	22%	105	234	45%	150	234	64%	192	234	82%	204	234	87%
Two or more Races	0	23	0%	5	23	22%	10	23	45%	15	23	64%	19	23	82%	20	23	87%
Pacific Islander	0	1	0%	0	1	22%	0	1	45%	1	1	64%	1	1	82%	1	1	87%
Asian/Pacific Islander	0	11	0%	2	11	22%	5	11	45%	7	11	64%	9	11	82%	10	11	87%
IEP	0	67	0%	5	67	8%	13	67	20%	27	67	40%	50	67	75%	56	67	83%
LEP	0	29	0%	2	29	8%	6	29	20%	12	29	40%	22	29	75%	24	29	83%
FRL	0	220	0%	31	220	14%	99	220	45%	141	220	64%	180	220	82%	189	220	86%
Prior to the 2012-2013 school year the district did not have access to the ACCUPLACER results. The information will be available during the 2012-2013 school year and actual performance targets will be measured. "0" reflects data not available.																		

Performance Measure (Grades 6-8 – b)										Applicable Population: Middle School Common Units of Study All content and grades 6-8									
Common Unit Assessments all grade levels and all subjects – Percent of students who have achieved mastery on common unit assessments Achieve a mastery score of 85% or																			
	Baseline SY 2011-2012			Target															
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
Subgroup	Participating Students who perform 80% or better on common unit assessments	Total # of Participating Students	% of students who scored 80% or better on common unit assessments	Participating Students Who perform 80% or better on common unit assessments	Total # of Participating Students	% of students who scored 80% or better on common unit assessments	Participating Students Who perform 80% or better on common unit assessments	Total # of Participating Students	% of students who scored 80% or better on common unit assessments	Participating Students Who perform 80% or better on common unit assessments	Total # of Participating Students	% of students who scored 80% or better on common unit assessments	Participating Students Who perform 80% or better on common unit assessments	Total # of Participating Students	% of students who scored 80% or better on common unit assessments	Participating Students Who perform 80% or better on common unit assessments	Total # of Participating Students	% of students who scored 80% or better on common unit assessments	
All participating students	NA	2317	NA	NA	2317	NA	1043	2317	45%	1483	2317	64%	1969	2317	85%	2038.96	2317	88%	
Alaskan/Native American	NA	49	NA	NA	49	NA	22	49	45%	31	49	64%	42	49	85%	43.12	49	88%	
Asian	NA	25	NA	NA	25	NA	11	25	45%	16	25	64%	21	25	85%	22	25	88%	
Hispanic / Latino	NA	817	NA	NA	817	NA	368	817	45%	523	817	64%	694	817	85%	718.96	817	88%	
Black African American	NA	11	NA	NA	11	NA	5	11	45%	7	11	64%	9	11	85%	9.68	11	88%	
Whiter/ Caucasian	NA	933	NA	NA	933	NA	420	933	45%	597	933	64%	793	933	85%	821.04	933	88%	
Two or more Races	NA	90	NA	NA	90	NA	41	90	45%	58	90	64%	77	90	85%	79.2	90	88%	
Pacific Islander	NA	4	NA	NA	4	NA	2	4	45%	3	4	64%	3	4	85%	3.52	4	88%	
Asian/Pacific Islander	NA	42	NA	NA	42	NA	19	42	45%	27	42	64%	36	42	85%	36.96	42	88%	
LEP	NA	268	NA	NA	268	NA	88	268	33%	139	268	52%	169	268	63%	198.32	268	74%	
LEP	NA	117	NA	NA	117	NA	37	117	32%	59	117	50%	75	117	64%	85.41	117	73%	
FRL	NA	877	NA	NA	877	NA	395	877	45%	561	877	64%	745	877	85%	762.99	877	87%	
The common unit assessments are currently being developed. Once developed the number of students who are meeting mastery expectations can be measured. The common unit assessments will be used in all courses beginning in 2013-2014 school year. *NA equates to scores on the assessments are currently unavailable.																			

<p><b>Performance Measure (Grades 9-12 – b)</b></p> <p>b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).</p>	<p><b>Applicable Population:</b> High School</p> <p>Common Units of Study</p>
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									All content and grades 9-12									
Subgroup	Baseline SY 2011-2012			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All participating students	NA	2317	NA	NA	2317	NA	1043	2317	45%	1483	2317	64%	1969	2317	85%	2038.96	2317	88%
Alaskan/Native American	NA	49	NA	NA	49	NA	22	49	45%	31	49	64%	42	49	85%	43.12	49	88%
Asian	NA	25	NA	NA	25	NA	11	25	45%	16	25	64%	21	25	85%	22	25	88%
Hispanic / Latino	NA	817	NA	NA	817	NA	368	817	45%	523	817	64%	694	817	85%	718.96	817	88%
Black African American	NA	11	NA	NA	11	NA	5	11	45%	7	11	64%	9	11	85%	9.68	11	88%
Whiter/ Caucasian	NA	933	NA	NA	933	NA	420	933	45%	597	933	64%	793	933	85%	821.04	933	88%
Two or more Races	NA	90	NA	NA	90	NA	41	90	45%	58	90	64%	77	90	85%	79.2	90	88%
Pacific Islander	NA	4	NA	NA	4	NA	2	4	45%	3	4	64%	3	4	85%	3.52	4	88%
Asian/Pacific Islander	NA	42	NA	NA	42	NA	19	42	45%	27	42	64%	36	42	85%	36.96	42	88%
IEP	NA	268	NA	NA	268	NA	88	268	33%	139	268	52%	169	268	63%	198.32	268	74%
LEP	NA	117	NA	NA	117	NA	37	117	32%	59	117	50%	75	117	64%	85.41	117	73%
FRL	NA	877	NA	NA	877	NA	395	877	45%	561	877	64%	745	877	85%	762.99	877	87%

The common unit assessments are currently being developed. Once developed the number of students who are meeting mastery expectations can be measured. The common unit assessments will be used in all courses beginning in 2013-2014 school year. \*NA equates to scores on the assessments are currently unavailable.

### Health Common Course Exit Exam - Percentage of Students who reach Mastery on Post Unit Assessment Middle School Graders 6-8

#### Health Common Unit Assessment Results - End of Course Assessment

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Health Common Unit Assessment Results		NA	NA	65%	70%	75%	85%
Health - Common Post Assessment Exam grades 6-8	District - Overall	NA	NA	65%	70%	75%	85%
	American Indian / Alaskan Native	NA	NA	65%	70%	75%	85%
	Asian	NA	NA	65%	70%	75%	85%
	Hispanic / Latino	NA	NA	65%	70%	75%	85%
	Black / African American	NA	NA	65%	70%	75%	85%
	White / Caucasian	NA	NA	65%	70%	75%	85%
	Two or more Races	NA	NA	65%	70%	75%	85%
	Pacific Islander	NA	NA	65%	70%	75%	85%
	Asian/Pacific Islander	NA	NA	65%	70%	75%	85%
	IEP	NA	NA	60%	67%	74%	85%
	LEP	NA	NA	60%	67%	74%	85%
	FRL	NA	NA	60%	67%	74%	85%

Carson City School District is utilizing the end of course health exam as the a leading indicator for the grant. The exams are being developed during the current school year and will be utilized as a performance measure beginning in the 2013- 2014 school year. The above percentages is to represent the percentage of students who score above 80% on the end of course exam. This is the mastery target for each subgroup. (Middle School Grades 6-8) Currently the end of course exam is being developed therefor there is no current baseline data. The exam will be field tested during the 2012-2013 school year and the following year students will begin taking the assessment and scores will be posted. \* NA refers to the scores currently being unavailable.

### Health Common Course Exit Exam - Percentage of Students who reach Mastery on Post Unit Assessment High School Grades 9-12

#### Health Common Unit Assessment Results - End of Course Assessment

Goal area	Subgroup	Baseline(s)		Goals			
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Health Common Unit Assessment Results		NA	NA	65%	70%	75%	85%

<b>Health - Common Post Assessment Exam grades 6-8</b>	District - Overall	NA	NA	65%	70%	75%	85%
	American Indian / Alaskan Native	NA	NA	65%	70%	75%	85%
	Asian	NA	NA	65%	70%	75%	85%
	Hispanic / Latino	NA	NA	65%	70%	75%	85%
	Black / African American	NA	NA	65%	70%	75%	85%
	White / Caucasian	NA	NA	65%	70%	75%	85%
	Two or more Races	NA	NA	65%	70%	75%	85%
	Pacific Islander	NA	NA	65%	70%	75%	85%
	Asian/Pacific Islander	NA	NA	65%	70%	75%	85%
	IEP	NA	NA	60%	67%	74%	85%
	LEP	NA	NA	60%	67%	74%	85%
	FRL	NA	NA	60%	67%	74%	85%

*Carson City School District is utilizing the end of course health exam as the a leading indicator for the grant. The exams are being developed during the current school year and will be utilized as a performance measure beginning in the 2013- 2014 school year. The above percentages is to represent the percentage of students who score above 80% on the end of course exam. This is the mastery target for each subgroup. (High School Grades 9-12) \* NA currently the end of course exam is being developed, therefor there is no current baseline data. The exam will be field tested during the 2012-2013 school year and the following year students will begin taking the assessment and scores will be posted. \* NA reflects data not available.*

<b>Grantee Name: Carson City School District</b>			
<b>Project Name: Carson High School</b>			
<b>Table 4-1: Project-Level Itemized Costs</b>			
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>	<b>Activity Reference (optional)</b>
<b>1. Personnel:</b>			
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.			
a. The title of the position to be compensated under this project b. The role/responsibility of that position c. Why the position is necessary to implement the project	a. The salary of the position b. The number of employees c. The amount of time (hours, percent full-time-employee, months, etc.) to be expended d. Any additional basis for cost estimates or computations	Cost	
<b>•Full Time Certified Implementation Specialist (Teachers on Special Assignment) at Carson High School</b>	•Approximately \$75,404.07 per full time employee (4) per year	<b>Total Cost: \$866,850.03</b>	
• Each Certified Implementation Specialist will be responsible to deliver high quality professional development to all instructional staff members this includes:	•Each Implementation Specialist will work 7.5 hours, 220 days per year	Year One: \$49,690.13	
a. Facilitate the process of setting learning targets for each class	•During year 1 Implementation Specialists will work half he year. Each year the salary will increase in order to cover contracted agreements.	Year Two: \$261,775.98	
b. Facilitate common unit assessment development		Year Three: \$272,247.02	
c. Observe and coach teachers		Year Four: \$283,136.90	
d. Facilitate and coach teachers in PLC's			
e. Support full project development and serve on organizational leadership teams at both site and district level			
•These positions are necessary to the implementation project because they are staff members who are monitoring and coaching teaching staff into full implementation of the project			
<b>Certified: Student Career Advisor TOSA (Career Counselor on Special Assignment)</b>	\$60,323.25 per year for 80% of a full time employee, the other 20% is funded through Pioneer High	<b>Total Cost: \$185,687.29</b>	
•Creates community contacts and works to expand the school to work and internship components of the project. Completing tasks at both high schools	Will work 7.5 hours per day, 220 days a year for 3.5 years	Year One: \$14,919.53	
•This position is critical to build the community support and align community resources so that students have an opportunity to expand the career components related to this project	•During year 1 Student Career Advisor will work half he year. Each year the salary will increase in order to cover contracted agreements.	Year Two: \$54,705.20	
		Year Three: \$56,893.41	
		Year Four: \$59,169.15	
<b>Certified: Administrator on Special Assignment</b>		<b>Total Cost: \$316,563.74</b>	
	Will work 7.5 hours per day, 220 days a year for 3.5 years	Year One: \$32,296.49	

	•During year 1 Admin. On Special Assignment will work half he year. Each year the salary will increase in order to cover contracted agreements.	Year Two: \$91,064.60	
		Year Three: \$94,707.18	
		Year Four: \$98,495.47	
<b>Certified: High School Counselor</b>			
Full time counselor in order to staff Carson High School to address all six career pathways	\$62,000 per full time employee per year	<b>Total Cost: \$232,720.36</b>	
The school currently has five counselors and with the increased duties the school will need an additional counselor	The counselor will work 7.5 hours a day, 220 days per year	Year One: \$22,092.32	
The position is to address the additional duties that are being placed on the counselor positions. The current ratio is 400 to 1.	During year 1 the employee will only work for half the year. After that the cost is calculated with an increase in base salary, per contract	Year Two: \$67,474.38	
		Year Three: \$70,173.36	
		Year Four: \$72,980.30	
<b>Certified Substitute Teacher Salaries</b>			
Certified Substitutes to address the cost for teachers to attend professional development training or program implementation meetings	Hourly rate of pay for certified substitutes is \$12.00	<b>Total Cost: \$163,551.00</b>	
Each certified substitute will be used to provide instruction in the classroom while the classroom teachers are out of school to upgrade their curriculum or assessment system with their common course peers	Each substitute will work hourly, with about 2,625 substitute days over the life of the grant	Year One: \$4,791.00	
These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course	Each year the substitute days that are budgeted are reduced by 15% a year	Year Two: \$64,260.00	
		Year Three: \$56,700.00	
		Year Four: \$37,800.00	
<b>Certified Extra hours afterschool program</b>			
Certified extra hours pay for after school tutoring	The hourly rate for teachers is \$27.39	<b>Total Cost: \$113,054.07</b>	
Each certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students	There is a total of 4,217 hours for the life of the grant	Year One: \$0.00	
In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of student, others to focus on providing homework support	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$42,496.85	
These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning		Year Three: \$42,142.86	
This component will provide critical support to students		Year Four: \$28,414.36	
<b>Classified Extra hours after school program</b>			
Each classified individual who participates in the after school tutoring program will be responsible for providing direct services to students	The hourly rate for classified employees ranges from \$14.00 to \$19.00	<b>Total Cost: \$16,071.43</b>	
In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of student, others to focus on providing homework support	There is a total of 974 hours for the life of the grant	Year One: \$0.00	

These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$5,357.15	
This component will provide critical support to students		Year Three: \$5,357.14	
		Year Four: \$5,357.14	
<b>Certified Extra Hours for Professional Development</b>			
Certified extra hours for teachers to attend professional development trainings or implementation meetings.	The hourly rate for teachers is \$27.39	<b>Total Cost: \$360,803.15</b>	
This time is necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they work outside of the contract day to complete the task	There is a total of 6,230 certified hours will be available over the life of the grant	Year One: \$2,446.90	
Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course	Each year the budget is reduced by 15% per year	Year Two: \$145,048.96	
The certified extra hours are necessary to provide the curriculum and assessment in each course		Year Three: \$127,984.37	
		Year Four: \$85,322.92	
<b>Certified Department Chair Prep Period Buy-Out</b>		<b>Total Cost: \$201,452.25</b>	
Certified teachers salary for period buyout, 1/6th of contract salary for department heads	Each period buy-out cost approximately \$9,739.01	Year One: \$0.00	
Period will be used to provide department chairs training on improving curriculum, assessment, instruction and the PLC practice in their department	6 Departments Chairs	Year Two: \$65,859.39	
That 1/6th of their contract will be spent receiving and providing training to their staff members, also they will use this time to support their teachers	During year 1 these department heads will only work half a year therefore they will only charge half of the prep buy out to the grant	Year Three: \$67,150.75	
This is critical in the project because when the implementation specialist role is decreased the department chairs will take on this responsibility		Year Four: \$68,442.11	
<b>2. Fringe Benefits:</b>			
Explain the nature and extent of fringe benefits to be received and by whom.			
• The title of the position to be compensated with fringe benefits under this project	a. The fringe benefit percentages for all personnel in the project b. The basis for cost estimates or computations	Cost	
<b>Certified Implementation Specialist (Teachers on Special Assignment)</b>	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$438,373.76</b>	
	Benefits are calculated based on the salary of the position	Year One: \$23,614.01	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$132,867.68	
		Year Three: \$138,182.39	
		Year Four: \$143,709.68	

<b>Certified Student to Career Advisor TOSA</b>	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$102,602.78</b>	
	Benefits are calculated based on the salary of the position	Year One: \$8,378.49	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$30,184.61	
		Year Three: \$31,392.00	
		Year Four: \$32,647.68	
<b>Certified Administrator on Special Assignment</b>	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$138,878.28</b>	
	Benefits are calculated based on the salary of the position	Year One: \$12,602.75	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$40,452.18	
		Year Three: \$42,070.27	
		Year Four: \$43,753.08	
<b>High School Counselor</b>			
	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$115,118.44</b>	
	Benefits are calculated based on the salary of the position	Year One: \$9,638.64	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$33,790.30	
		Year Three: \$35,141.91	
		Year Four: \$36,547.59	
<b>Certified Substitute Teacher Salaries</b>	Total benefits rate of 8.69%	<b>Total Cost: \$14,189.62</b>	
	Benefits are calculated based on the salary of the position, \$12.00 an hours	Year One: \$391.48	
		Year Two: \$5,584.20	
		Year Three: \$4,928.36	
		Year Four: \$3,285.58	
<b>Certified Extra Hours for After school program</b>	Total benefits rate of 2.49%	<b>Total Cost: \$2,816.46</b>	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$0.00	
		Year Two: \$1,058.18	
		Year Three: \$1,008.08	
		Year Four: \$750.20	
<b>Classified Extra hours for after school program</b>	Total benefits rate of 26.24%	<b>Total Cost: \$4,538.64</b>	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
		Year Two: \$1,512.88	
		Year Three: \$1,512.88	
		Year Four: \$1,512.88	



<b>Certified Extra Hours for Professional Development</b>	Total benefits rate of 2.49%	<b>Total Cost: \$8,991.53</b>	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$64.18	
		Year Two: \$3,611.73	
		Year Three: \$3,189.37	
		Year Four: \$2,126.25	
<b>Certified Department Chair Prep Period Buy-out</b>	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$82,821.98</b>	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$24,107.11	
		Year Three: \$29,077.84	
		Year Four: \$29,637.03	
<b>3. Travel:</b>			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
a. A description of the travel b. The parties that will engage in the travel c. Purpose of travel	a. An estimate of the number of trips b. An estimate of transportation and/or subsistence costs for each trip c. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
<b>4. Equipment</b>			
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.			
a. The type of equipment to be purchased b. Purpose of purchase	a. The estimated unit cost for each item to be purchased b. The number of units being purchased. c. The definition of equipment used by the applicant d. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
<b>5. Supplies</b>			
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property, excluding equipment.			
a. The supplies being purchased b. Purpose of purchase	a. An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) b. The basis for cost estimates or computations	Cost	
<b>Information Technology Equipment</b>		<b>Total Cost: \$14,865.10</b>	
Laptop computers for each Implementation Specialist	Laptops and tablets will be purchased the first year only	Year One: \$11,865.10	
Provides the staff members the technology to work at their desk as well as use it for meetings and teacher observations	Each laptop cost of \$2,000 and the tablets \$300	Year Two: \$3,000.00	
		Year Three: \$0.00	
		Year Four: \$0.00	
<b>General Supplies instructional materials</b>			
Including scant Ron materials and other instructional supplies such as pencils, paper, markers, copies binders and other supplies to educate students	The items are \$5,000 for reading level materials, \$1,000 other items, and \$4,000 for scantron materials	<b>Total Cost: \$32,000.00</b>	
Help support students in the new common core curriculum	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One: \$0.00	
		Year Two: \$12,000.00	
		Year Three: \$10,000.00	
		Year Four: \$10,000.00	
<b>Professional Development Supplies</b>		<b>Total Cost: \$13,353.15</b>	

General Supplies to support professional development trainings.	Copy service and supplies, creating binders and consumable training guides	Year One: \$1,121.90	
Building a common curriculum require basic materials for both training and preparation	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year Two: \$6,743.75	
		Year Three: \$2,743.75	
		Year Four: \$2,743.75	
<b>Furniture Supplies</b>		<b>Total Cost: \$8,500.00</b>	
Includes tables and chairs to enhance the ability for professional development, as well as interaction with students and other school personnel.	The estimated costs for furniture supplies was calculated by vendor review and quote.	Year One: \$0.00	
		Year Two: \$8,500.00	
		Year Three: \$0.00	
		Year Four: \$0.00	
<b>Books for classroom instruction - supplemental reading materials</b>	Books to instruct students	<b>Total Cost: \$6,000.00</b>	
Books to be used as supplemental instructional materials	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One: \$0.00	
Serve as reference		Year Two: \$4,000.00	
		Year Three: \$1,000.00	
		Year Four: \$1,000.00	
<b>Books for professional development</b>			
Books for professional development and training	Estimated at \$1,000 a year	<b>Total Cost: \$7,148.30</b>	
Books include mapping and assessment development process	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One: \$1,148.30	
		Year Two: \$4,000.00	
		Year Three: \$1,000.00	
		Year Four: \$1,000.00	
<b>Laser Printer</b>			
Laser jet printer to use to support the project	2 printers will be purchased in year one at an estimated \$300	<b>Total Cost: \$0.00</b>	
Document preparation	The cost were estimated by our technology vendor	Year One: \$0.00	
		Year Two: \$0.00	
		Year Three: \$0.00	
		Year Four: \$0.00	
<b>6. Contractual</b>			
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.			
<b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.			
a. The products to be acquired and/or the professional services to be provided b. Purpose of acquisition	a. The estimated cost per expected procurement b. For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award c. For any meeting or logistics support, identify anticipated locations and approximate rates d. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
<b>7. Training Stipends</b>			

Explain what training is needed, and the purpose and relation to the project.

**NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development

a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost	
Add more rows as needed			

## 8. Other

Explain other expenditures that may exist and are not covered by other categories.

a. Other items by major type or category (e.g., communications, printing, postage, equipment rental) b. Purpose of expenditures	a. The cost per item (e.g., printing = \$500, postage = \$750) b. Any additional basis for cost estimates or computations	Cost	
Transportation using busses to take student who attend CHS and participate in the afterschool program home after the program is finished for the day	The route used to transport the students is approx. 39 miles per day, the cost per mile is \$5.00 = \$195.00 per day x 100 days = \$19,500.00 x 4 years = \$78,000.00 cost per year	<b>Total Cost: \$16,543.92</b>	
		Year One: \$107.10	
		Year Two: \$5,478.94	
		Year Three: \$5,478.94	
		Year Four: \$5,478.94	
Add more rows as needed			

## 9. Total Direct Costs:

Sum lines 1-8.

n/a	n/a	<b>\$3,463,495.28</b>	
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## 10. Total Indirect Costs

Identify and apply the indirect cost rate.

a. Identify and apply the indirect cost rate	a. Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	Cost	
Indirect cost rate 2.9729%	In year 1 there will be no indirect amount because CCSD did not receive approval until late in the year	<b>\$101,724.57</b>	

## 11. Total Grant Funds Requested

Sum lines 9-10.

n/a	n/a	<b>\$3,565,219.85</b>	
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## 12. Funds from other sources used to support the project

Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)

a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	Cost	

## 13. Total Budget

Sum lines 11-12.

n/a	n/a	<b>\$3,565,219.85</b>	
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Grantee Name: Carson City School District			
Project Name: Pioneer High School			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
<b>1. Personnel:</b>			
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.			
a. The title of the position to be compensated under this project b. The role/responsibility of that position c. Why the position is necessary to implement the project	a. The salary of the position b. The number of employees c. The amount of time (hours, percent full-time-employee, months, etc.) to be expended d. Any additional basis for cost estimates or computations	Cost	
•Full Time Certified Implementation Specialist (Teachers on Special Assignment) at Carson High School	•Approximately \$75,404.07 per full time employee (4) per year	Total Cost: \$224,818.74	
• Each Certified Implementation Specialist will be responsible to deliver high quality professional development to all instructional staff members this includes:	•Each Implementation Specialist will work 7.5 hours, 220 days per year	Year One: \$29,318.27	
a. Facilitate the process of setting learning targets for each class	•During year 1 Implementation Specialists will work half he year. Each year the salary will increase in order to cover contracted agreements.	Year Two: \$62,628.29	
b. Facilitate common unit assessment development		Year Three: \$65,133.42	
c. Observe and coach teachers		Year Four: \$67,738.76	
d. Facilitate and coach teachers in PLC's			
e. Support full project development and serve on organizational leadership teams at both site and district level			
•These positions are necessary to the implementation project because they are staff members who are monitoring and coaching teaching staff into full implementation of the project			
Certified Substitute Teacher Salaries			
Certified Substitutes to address the cost for teachers to attend professional development training or program implementation meetings	Hourly rate of pay for certified substitutes is \$12.00	Total Cost: \$11,340.00	
Each certified substitute will be used to provide instruction in the classroom while the classroom teachers are out of school to upgrade their curriculum or assessment system with their common course peers	Each substitute will work hourly, with about 2,625 substitute days over the life of the grant	Year One: \$0.00	
These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course	Each year the substitute days that are budgeted are reduced by 15% a year	Year Two: \$4,590.00	
		Year Three: \$4,050.00	
		Year Four: \$2,700.00	
Certified Extra hours afterschool program			
Certified extra hours pay for after school tutoring	The hourly rate for teachers is \$27.39	Total Cost: \$25,350.28	
Each certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students	There is a total of 4,217 hours for the life of the grant	Year One: \$0.00	
In some cases this will be direct interventions to students who need assistance mastering skills directly tied to a unit of student, others to focus on providing homework support	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$11,238.84	
These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning		Year Three: \$8,428.57	
This component will provide critical support to students		Year Four: \$5,682.87	
Classified Extra hours after school program			
Each classified individual who participates in the after school tutoring program will be responsible for providing direct services to students	The hourly rate for classified employees ranges from \$14.00 to \$19.00	Total Cost: \$3,214.29	
In some cases this will be direct interventions to students who need assistance mastering skills directly ried to a unit of student, others to focus on providing homework support	There is a total of 974 hours for the life of the grant	Year One: \$0.00	
These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$1,071.43	

This component will provide critical support to students		Year Three: \$1,071.43	
		Year Four: \$1,071.43	
<b>Certified Extra Hours for Professional Development</b>			
Certified extra hours for teachers to attend professional development trainings or implementation meetings.	The hourly rate for teachers is \$27.39	<b>Total Cost: \$28,473.29</b>	
This time is necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they work outside of the contract day to complete the task	There is a total of 6,230 certified hours will be available over the life of the grant	Year One: \$136.95	
Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course	Each year the budget is reduced by 15% per year	Year Two: \$13,100.11	
The certified extra hours are necessary to provide the curriculum and assessment in each course		Year Three: \$9,141.74	
		Year Four: \$6,094.49	
<b>Certified Department Chair Prep Period Buy-Out</b>		<b>Total Cost: \$124,645.68</b>	
Certified teachers salary for period buyout, 1/6th of contract salary for department heads	Each period buy-out cost approximately \$9,739.01	Year One: \$0.00	
Period will be sed to provide department chairs training on improving curriculum, assessment, instruction and the PLC practice in their department	6 Departments Chairs	Year Two: \$40,749.55	
That 1/6th of their contract will be spent receiving and providing training to their staff members, also they will use this time to support their teachers	During year 1 these department heads will only work half a year therefore they will only charge half of the prep buy out to the grant	Year Three: \$41,548.56	
This is critical in the project because when the implementation specialist role is decreased the department chairs will take on this responsibility		Year Four: \$42,347.57	
<b>2. Fringe Benefits:</b>			
Explain the nature and extent of fringe benefits to be received and by whom.			
<ul style="list-style-type: none"> <li>The title of the position to be compensated with fringe benefits under this project</li> </ul>	a. The fringe benefit percentages for all personnel in the project b. The basis for cost estimates or computations	Cost	
<b>Certified Implementation Specialist (Teachers on Special Assignment)</b>	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$113,693.66</b>	
	Benefits are calculated based on the salary of the position	Year One: \$12,485.89	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$32,421.76	
		Year Three: \$33,718.63	
		Year Four: \$35,067.38	
<b>Certified Substitute Teacher Salaries</b>	Total benefits rate of 8.69%	<b>Total Cost: \$985.59</b>	
	Benefits are calculated based on the salary of the position, \$12.00 an hours	Year One: \$0.00	
		Year Two: \$398.88	
		Year Three: \$352.03	
		Year Four: \$234.68	
<b>Certified Extra Hours for After school program</b>	Total benefits rate of 2.49%	<b>Total Cost: \$631.52</b>	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$0.00	
		Year Two: \$279.86	
		Year Three: \$210.04	
		Year Four: \$141.62	
<b>Classified Extra hours for after school program</b>	Total benefits rate of 26.24%	<b>Total Cost: \$907.77</b>	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
		Year Two: \$302.59	
		Year Three: \$302.59	
		Year Four: \$302.59	
<b>Certified Extra Hours for Professional Development</b>	Total benefits rate of 2.49%	<b>Total Cost: \$706.96</b>	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$1.06	

		Year Two:     \$326.20	
		Year Three:    \$227.83	
		Year Four:     \$151.87	
Certified Department Chair Prep Period Buy-out	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	Total Cost:     \$47,384.39	
	Benefits are calculated based on the salary of the position	Year One:       \$0.00	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two:       \$15,179.52	
		Year Three:     \$15,786.70	
		Year Four:      \$16,418.17	
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
a. A description of the travel b. The parties that will engage in the travel c. Purpose of travel	a. An estimate of the number of trips b. An estimate of transportation and/or subsistence costs for each trip c. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
4. Equipment			
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.			
a. The type of equipment to be purchased b. Purpose of purchase	a. The estimated unit cost for each item to be purchased b. The number of units being purchased. c. The definition of equipment used by the applicant d. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
5. Supplies			
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.			
a. The supplies being purchased b. Purpose of purchase	a. An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) b. The basis for cost estimates or computations	Cost	
Information Technology Equipment		Total Cost:     \$1,193.11	
Laptop computers for each Implementation Specialist	Laptops will be purchased the first year only	Year One:       \$1,193.11	
Provides the staff members the technology to work at their desk as well as use it for meetings and teacher observations	Each cost of \$2,000	Year Two:       \$0.00	
		Year Three:     \$0.00	
		Year Four:      \$0.00	
General Supplies instructional materials			
Including scantron materials and other instructional supplies such as pencils, paper, markers, copies binders and other supplies to educate students	The items are \$5,000 for reading level materials, \$1,000 other items, and \$4,000 for scant Ron materials	Total Cost:     \$30,000.00	
Help support students in the new common core curriculum	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One:       \$0.00	
		Year Two:       \$10,000.00	
		Year Three:     \$10,000.00	
		Year Four:      \$10,000.00	
Professional Development Supplies		Total Cost:     \$8,231.25	
General Supplies to support professional development trainings.	Copy service and supplrest, creating binders and consumable training guides	Year One:       \$0.00	
Building a common curriculum require basic materials for both training and preparation	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year Two:       \$2,743.75	
		Year Three:     \$2,743.75	
		Year Four:      \$2,743.75	
Books for classroom instruction - supplemental reading materials	Books to instruct students	Total Cost:     \$4,250.00	
Books to be used as supplemental instructional materials	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One:       \$0.00	
Serve as reference		Year Two:       \$2,250.00	
		Year Three:     \$1,000.00	
		Year Four:      \$1,000.00	

Books for professional development			
Books for professional development and training	Estimated at \$1,000 a year	Total Cost:	\$4,433.08
Books include mapping and assessment development process	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project		
		Year One:	\$183.08
		Year Two:	\$2,250.00
		Year Three:	\$1,000.00
		Year Four:	\$1,000.00
Laser Printer			
Laser jet printer to use to support the project	2 printers will be purchased in year one at an estimated \$300	Total Cost:	\$900.99
Document preparation	The cost were estimated by our technology vendor		
		Year One:	\$900.99
		Year Two:	\$0.00
		Year Three:	\$0.00
		Year Four:	\$0.00
6. Contractual			
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.			
NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.			
a. The products to be acquired and/or the professional services to be provided b. Purpose of acquisition	a. The estimated cost per expected procurement b. For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award c. For any meeting or logistics support, identify anticipated locations and approximate rates d. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
7. Training Stipends			
Explain what training is needed, and the purpose and relation to the project.			
NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).			
a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost	
Add more rows as needed			
8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
a. Other items by major type or category (e.g. , communications, printing, postage, equipment rental) b. Purpose of expenditures	a. The cost per item (e.g., printing = \$500, postage = \$750) b. Any additional basis for cost estimates or computations	Cost	
Transportation using busses to take student who attend CHS and participate in the afterschool program home after the program is finished for the day	The route used to transport the students is approx. 39 miles per day, the cost per mile is \$5.00 = \$195.00 per day x 100 days = \$19,500.00 x 4 years = \$78,000.00 cost per year		
		Total Cost:	\$16,436.82
		Year One:	\$0.00
		Year Two:	\$5,478.94
		Year Three:	\$5,478.94
		Year Four:	\$5,478.94
Add more rows as needed			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	\$647,597.42	
10. Total Indirect Costs			
Identify and apply the indirect cost rate.			
a. Identify and apply the indirect cost rate	a. Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	Cost	
Add more rows as needed		\$18,785.31	
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	\$666,382.73	
12. Funds from other sources used to support the project			
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)			
a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	Cost	
Add more rows as needed			
13. Total Budget			
Sum lines 11-12.			
n/a	n/a	\$666,382.73	

Grantee Name: Carson City School District			
Project Name: Carson Middle School			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.			
a. The title of the position to be compensated under this project b. The role/responsibility of that position c. Why the position is necessary to implement the project	a. The salary of the position b. The number of employees c. The amount of time (hours, percent full-time-employee, months, etc.) to be expended d. Any additional basis for cost estimates or computations	Cost	
•Full Time Certified Implementation Specialist (Teachers on Special Assignment) at Carson High School	•Approximately \$75,404.07 per full time employee (4) per year	Total Cost: \$760,742.48	
• Each Certified Implementation Specialist will be responsible to deliver high quality professional development to all instructional staff members this includes:	•Each Implementation Specialist will work 7.5 hours, 220 days per year	Year One: \$58,114.68	
a. Facilitate the process of setting learning targets for each class	•During year 1 Implementation Specialists will work half he year. Each year the salary will increase in order to cover contracted agreements.	Year Two: \$225,085.79	
b. Facilitate common unit assessment development		Year Three: \$234,089.22	
c. Observe and coach teachers		Year Four: \$243,452.79	
d. Facilitate and coach teachers in PLC's			
e. Support full project development and serve on organizational leadership teams at both site and district level			
•These positions are necessary to the implementation project because they are staff members who are monitoring and coaching teaching staff into full implementation of the project			
Certified Substitute Teacher Salaries			
Certified Substitutes to address the cost for teachers to attend professional development training or program implementation meetings	Hourly rate of pay for certified substitutes is \$12.00	Total Cost: \$62,967.78	
Each certified substitute will be used to provide instruction in the classroom while the classroom teachers are out of school to upgrade their curriculum or assessment system with their common course peers	Each substitute will work hourly, with about 2,625 substitute days over the life of the grant	Year One: \$6,267.78	
These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course	Each year the substitute days that are budgeted are reduced by 15% a year	Year Two: \$22,950.00	
		Year Three: \$20,250.00	
		Year Four: \$13,500.00	
Certified Extra hours afterschool program			
Certified extra hours pay for after school tutoring	The hourly rate for teachers is \$27.39	Total Cost: \$66,445.77	
Each certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students	There is a total of 4,217 hours for the life of the grant	Year One: \$0.00	
In some cases this will be direct interventions to students who need assistance mastering skills directly ried to a unit of student, others to focus on providing homework support	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$10,000.00	
These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning		Year Three: \$30,714.29	
This component will provide critical support to students		Year Four: \$25,731.48	
Classified Extra hours after school program			
Each classified individual who participates in the after school tutoring program will be responsible for providing direct services to students	The hourly rate for classified employees ranges from \$14.00 to \$19.00	Total Cost: \$12,857.14	
In some cases this will be direct interventions to students who need assistance mastering skills directly ried to a unit of student, others to focus on providing homework support	There is a total of 974 hours for the life of the grant	Year One: \$0.00	



These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$4,285.72	
This component will provide critical support to students		Year Three: \$4,285.71	
		Year Four: \$4,285.71	
<b>Certified Extra Hours for Professional Development</b>			
Certified extra hours for teachers to attend professional development trainings or implementation meetings.	The hourly rate for teachers is \$27.39	<b>Total Cost: \$153,906.16</b>	
This time is necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they work outside of the contract day to complete the task	There is a total of 6,230 certified hours will be available over the life of the grant	Year One: \$1,922.12	
Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course	Each year the budget is reduced by 15% per year	Year Two: \$75,802.86	
The certified extra hours are necessary to provide the curriculum and assessment in each course		Year Three: \$45,708.71	
		Year Four: \$30,472.47	
<b>Certified Department Chair Prep Period Buy-Out</b>		<b>Total Cost: \$228,043.04</b>	
Certified teachers salary for period buyout, 1/6th of contract salary for department heads	Each period buy-out cost approximately \$9,739.01	Year One: \$0.00	
Period will be sed to provide department chairs training on improving curriculum, assessment, instruction and the PLC practice in their department	6 Departments Chairs	Year Two: \$74,552.53	
That 1/6th of their contract will be spent receiving and providing training to their staff members, also they will use this time to support their teachers	During year 1 these department heads will only work half a year therefore they will only charge half of the prep buy out to the grant	Year Three: \$76,014.35	
This is critical in the project because when the implementation specialist role is decreased the department chairs will take on this responsibility		Year Four: \$77,476.16	
<b>2. Fringe Benefits:</b>			
Explain the nature and extent of fringe benefits to be received and by whom.			
• The title of the position to be compensated with fringe benefits under this project	a. The fringe benefit percentages for all personnel in the project b. The basis for cost estimates or computations	Cost	
<b>Certified Implementation Specialist (Teachers on Special Assignment)</b>	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$358,660.62</b>	
	Benefits are calculated based on the salary of the position	Year One: \$22,243.20	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$107,770.83	
		Year Three: \$112,081.66	
		Year Four: \$116,564.93	
<b>Certified Substitute Teacher Salaries</b>	Total benefits rate of 8.69%	<b>Total Cost: \$5,490.21</b>	
	Benefits are calculated based on the salary of the position, \$12.00 an hours	Year One: \$562.30	
		Year Two: \$1,994.36	
		Year Three: \$1,760.13	
		Year Four: \$1,173.42	
<b>Certified Extra Hours for After school program</b>	Total benefits rate of 2.49%	<b>Total Cost: \$1,655.63</b>	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$0.00	
		Year Two: \$249.00	
		Year Three: \$740.16	
		Year Four: \$666.47	
<b>Classified Extra hours for after school program</b>	Total benefits rate of 26.24%	<b>Total Cost: \$3,459.63</b>	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
		Year Two: \$1,210.31	
		Year Three: \$1,124.66	
		Year Four: \$1,124.66	

Certified Extra Hours for Professional Development	Total benefits rate of 2.49%	Total Cost: \$4,085.04	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$38.15	
		Year Two: \$1,887.51	
		Year Three: \$1,100.01	
		Year Four: \$1,059.37	
Certified Department Chair Prep Period Buy-out	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	Total Cost: \$94,747.12	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$27,480.11	
		Year Three: \$33,313.19	
		Year Four: \$33,953.82	
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
a. A description of the travel b. The parties that will engage in the travel c. Purpose of travel	a. An estimate of the number of trips b. An estimate of transportation and/or subsistence costs for each trip c. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
4. Equipment			
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.			
a. The type of equipment to be purchased b. Purpose of purchase	a. The estimated unit cost for each item to be purchased b. The number of units being purchased. c. The definition of equipment used by the applicant d. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
5. Supplies			
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.			
a. The supplies being purchased b. Purpose of purchase	a. An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) b. The basis for cost estimates or computations	Cost	
Information Technology Equipment		Total Cost: \$7,878.06	
Laptop computers for each Implementation Specialist	Laptops & Tablets will be purchased the first year only	Year One: \$5,878.06	
Provides the staff members the technology to work at their desk as well as use it for meetings and teacher observations	Each cost of \$2,000 for Laptops and \$500 for Tablet	Year Two: \$2,000.00	
		Year Three: \$0.00	
		Year Four: \$0.00	
General Supplies instructional materials			
Including scantron materials and other instructional supplies such as pencils, paper, markers, copies binders and other supplies to educate students	The items are \$5,000 for reading level materials, \$1,000 other items, and \$4,000 for scant Ron materials	Total Cost: \$30,000.00	
Help support students in the new common core curriculum	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One: \$0.00	
		Year Two: \$10,000.00	
		Year Three: \$10,000.00	
		Year Four: \$10,000.00	
Professional Development Supplies		Total Cost: \$10,625.84	
General Supplies to support professional development trainings.	Copy service and supplest, creating binders and consumable training guides	Year One: \$138.34	
Building a common curriculum require basic materials for both training and preparation	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year Two: \$5,000.00	
		Year Three: \$2,743.75	
		Year Four: \$2,743.75	
Furniture Supplies		Total Cost: \$8,500.00	
Includes tables and chairs to enhance the ability for professional development, as well as interaction with students and other school personnel.	The estimated costs for furniture supplies was calculated by vendor review and quote.	Year One: \$0.00	

		Year Two:	\$8,500.00	
		Year Three:	\$0.00	
		Year Four:	\$0.00	
Books to be used as supplemental instructional materials	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One:	\$0.00	
Serve as reference		Year Two:	\$3,000.00	
		Year Three:	\$1,000.00	
		Year Four:	\$1,000.00	
<b>Books for professional development</b>				
Books for professional development and training	Estimated at \$1,000 a year	<b>Total Cost:</b>	<b>\$6,443.55</b>	
Books include mapping and assessment development process	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One:	\$443.55	
		Year Two:	\$4,000.00	
		Year Three:	\$1,000.00	
		Year Four:	\$1,000.00	
<b>Laser Printer</b>				
Laser jet printer to use to support the project	2 printers will be purchased in year one at an estimated \$300	<b>Total Cost:</b>	<b>\$0.00</b>	
Document preparation	The cost were estimated by our technology vendor	Year One:	\$0.00	
		Year Two:	\$0.00	
		Year Three:	\$0.00	
		Year Four:	\$0.00	
<b>6. Contractual</b>				
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.				
<b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.				
a. The products to be acquired and/or the professional services to be provided b. Purpose of acquisition	a. The estimated cost per expected procurement b. For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award c. For any meeting or logistics support, identify anticipated locations and approximate rates d. Any additional basis for cost estimates or computations	Cost		
Add more rows as needed				
<b>7. Training Stipends</b>				
Explain what training is needed, and the purpose and relation to the project.				
<b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).				
a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost		
Add more rows as needed				
<b>8. Other</b>				
Explain other expenditures that may exist and are not covered by other categories.				
a. Other items by major type or category (e.g. , communications, printing, postage, equipment rental) b. Purpose of expenditures	a. The cost per item (e.g., printing = \$500, postage = \$750) b. Any additional basis for cost estimates or computations	Cost		
Transportation using busses to take student who attend CHS and participate in the afterschool program home after the program is finished for the day	The route used to transport the students is approx. 39 miles per day, the cost per mile is \$5.00 = \$195.00 per day x 100 days = \$19,500.00 x 4 years = \$78,000.00 cost per year	<b>Total Cost:</b>	<b>\$16,436.82</b>	
		Year One:	\$0.00	
		Year Two:	\$5,478.94	
		Year Three:	\$5,478.94	
		Year Four:	\$5,478.94	
Add more rows as needed				
<b>9. Total Direct Costs:</b>				
Sum lines 1-8.				
n/a	n/a		<b>\$1,837,944.89</b>	
<b>10. Total Indirect Costs</b>				
Identify and apply the indirect cost rate.				
a. Identify and apply the indirect cost rate	a. Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	Cost		
Add more rows as needed			<b>\$47,396.24</b>	
<b>11. Total Grant Funds Requested</b>				
Sum lines 9-10.				
n/a	n/a		<b>\$1,885,341.13</b>	
<b>12. Funds from other sources used to support the project</b>				
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)				

a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	Cost	
<i>Add more rows as needed</i>			
<b>13. Total Budget</b>			
Sum lines 11-12.			
n/a	n/a	\$1,885,341.13	

Grantee Name: Carson City School District			
Project Name: Eagle Valley Middle School			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.			
a. The title of the position to be compensated under this project b. The role/responsibility of that position c. Why the position is necessary to implement the project	a. The salary of the position b. The number of employees c. The amount of time (hours, percent full-time-employee, months, etc.) to be expended d. Any additional basis for cost estimates or computations	Cost	
•Full Time Certified Implementation Specialist (Teachers on Special Assignment) at Carson High School	•Approximately \$75,404.07 per full time employee (4) per year	Total Cost: \$442,423.74	
• Each Certified Implementation Specialist will be responsible to deliver high quality professional development to all instructional staff members this includes:	•Each Implementation Specialist will work 7.5 hours, 220 days per year	Year One: \$0.00	
a. Facilitate the process of setting learning targets for each class	•During year 1 Implementation Specialists will work half he year. Each year the salary will increase in order to cover contracted agreements.	Year Two: \$141,729.80	
b. Facilitate common unit assessment development		Year Three: \$147,398.99	
c. Observe and coach teachers		Year Four: \$153,294.95	
d. Facilitate and coach teachers in PLC's			
e. Support full project development and serve on organizational leadership teams at both site and district level			
•These positions are necessary to the implementation project because they are staff members who are monitoring and coaching teaching staff into full implementation of the project			
Certified Substitute Teacher Salaries			
Certified Substitutes to address the cost for teachers to attend professional development training or program implementation meetings	Hourly rate of pay for certified substitutes is \$12.00	Total Cost: \$57,105.00	
Each certified substitute will be used to provide instruction in the classroom while the classroom teachers are out of school to upgrade their curriculum or assessment system with their common course peers	Each substitute will work hourly, with about 2,625 substitute days over the life of the grant	Year One: \$405.00	
These positions are necessary to the provide teachers the time to develop the curriculum and assessments in each course	Each year the substitute days that are budgeted are reduced by 15% a year	Year Two: \$22,950.00	
		Year Three: \$20,250.00	
		Year Four: \$13,500.00	
Certified Extra hours afterschool program			
Certified extra hours pay for after school tutoring	The hourly rate for teachers is \$27.39	Total Cost: \$86,443.25	
Each certified teacher who participates in the after school tutoring program will be responsible for providing direct services to students	There is a total of 4,217 hours for the life of the grant	Year One: \$0.00	
In some cases this will be direct interventions to students who need assistance mastering skills directly ried to a unit of student, others to focus on providing homework support	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$29,997.48	
These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning		Year Three: \$30,714.29	
This component will provide critical support to students		Year Four: \$25,731.48	
Classified Extra hours after school program			
Each classified individual who participates in the after school tutoring program will be responsible for providing direct services to students	The hourly rate for classified employees ranges from \$14.00 to \$19.00	Total Cost: \$12,857.17	
In some cases this will be direct interventions to students who need assistance mastering skills directly ried to a unit of student, others to focus on providing homework support	There is a total of 974 hours for the life of the grant	Year One: \$0.00	

These positions are necessary to the implementation project because the after school component is one of the places in the system that is utilized to accelerate and enrich learning	The after school program will not be offered and year 1. It will begin in year 2	Year Two: \$4,285.75	
This component will provide critical support to students		Year Three: \$4,285.71	
		Year Four: \$4,285.71	
<b>Certified Extra Hours for Professional Development</b>			
Certified extra hours for teachers to attend professional development trainings or implementation meetings.	The hourly rate for teachers is \$27.39	<b>Total Cost: \$128,068.73</b>	
This time is necessary to complete the development of common curriculum and assessment system teachers will be paid for time that they work outside of the contract day to complete the task	There is a total of 6,230 certified hours will be available over the life of the grant	Year One: \$82.17	
Teachers will utilize this time out of the contract day to develop curriculum and common assessments for each course	Each year the budget is reduced by 15% per year	Year Two: \$51,805.38	
The certified extra hours are necessary to provide the curriculum and assessment in each course		Year Three: \$45,708.71	
		Year Four: \$30,472.47	
<b>Certified Department Chair Prep Period Buy-Out</b>		<b>Total Cost: \$153,582.69</b>	
Certified teachers salary for period buyout, 1/6th of contract salary for department heads	Each period buy-out cost approximately \$9,739.01	Year One: \$0.00	
Period will be sed to provide department chairs training on improving curriculum, assessment, instruction and the PLC practice in their department	6 Departments Chairs	Year Two: \$50,209.73	
That 1/6th of their contract will be spent receiving and providing training to their staff members, also they will use this time to support their teachers	During year 1 these department heads will only work half a year therefore they will only charge half of the prep buy out to the grant	Year Three: \$51,194.23	
This is critical in the project because when the implementation specialist role is decreased the department chairs will take on this responsibility		Year Four: \$52,178.73	
<b>2. Fringe Benefits:</b>			
Explain the nature and extent of fringe benefits to be received and by whom.			
<ul style="list-style-type: none"> <li>The title of the position to be compensated with fringe benefits under this project</li> </ul>	a. The fringe benefit percentages for all personnel in the project b. The basis for cost estimates or computations	Cost	
<b>Certified Implementation Specialist (Teachers on Special Assignment)</b>	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	<b>Total Cost: \$216,937.34</b>	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$69,495.56	
		Year Three: \$72,275.38	
		Year Four: \$75,166.40	
<b>Certified Substitute Teacher Salaries</b>	Total benefits rate of 8.69%	<b>Total Cost: \$4,961.05</b>	
	Benefits are calculated based on the salary of the position, \$12.00 an hours	Year One: \$33.14	
		Year Two: \$1,994.36	
		Year Three: \$1,760.13	
		Year Four: \$1,173.42	
<b>Certified Extra Hours for After school program</b>	Total benefits rate of 2.49%	<b>Total Cost: \$1,713.43</b>	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$0.00	
		Year Two: \$746.96	
		Year Three: \$536.55	
		Year Four: \$429.92	
<b>Classified Extra hours for after school program</b>	Total benefits rate of 26.24%	<b>Total Cost: \$3,630.93</b>	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
		Year Two: \$1,210.31	
		Year Three: \$1,210.31	
		Year Four: \$1,210.31	

Certified Extra Hours for Professional Development	Total benefits rate of 2.49%	Total Cost: \$4,189.95	
	Benefits are calculated based on the salary of the position, \$27.39	Year One: \$1.56	
		Year Two: \$1,289.96	
		Year Three: \$1,539.06	
		Year Four: \$1,359.37	
Certified Department Chair Prep Period Buy-out	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	Total Cost: \$68,592.20	
	Benefits are calculated based on the salary of the position	Year One: \$0.00	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$21,346.58	
		Year Three: \$23,397.83	
		Year Four: \$23,847.79	
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
a. A description of the travel b. The parties that will engage in the travel c. Purpose of travel	a. An estimate of the number of trips b. An estimate of transportation and/or subsistence costs for each trip c. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
4. Equipment			
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.			
a. The type of equipment to be purchased b. Purpose of purchase	a. The estimated unit cost for each item to be purchased b. The number of units being purchased. c. The definition of equipment used by the applicant d. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
5. Supplies			
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.			
a. The supplies being purchased b. Purpose of purchase	a. An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) b. The basis for cost estimates or computations	Cost	
Information Technology Equipment		Total Cost: \$4,000.00	
Tablets for each Implementation Specialist	Tablets will be purchased the first year only	Year One: \$0.00	
Provides the staff members the technology to work at their desk as well as use it for meetings and teacher observations	Each cost of \$500	Year Two: \$4,000.00	
		Year Three: \$0.00	
		Year Four: \$0.00	
General Supplies instructional materials			
Including scantron materials and other instructional supplies such as pencils, paper, markers, copies binders and other supplies to educate students	The items are \$5,000 for reading level materials, \$1,000 other items, and \$4,000 for scantron materials	Total Cost: \$30,000.00	
Help support students in the new common core curriculum	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One: \$0.00	
		Year Two: \$10,000.00	
		Year Three: \$10,000.00	
		Year Four: \$10,000.00	
Professional Development Supplies		Total Cost: \$9,324.20	
General Supplies to support professional development trainings.	Copy service and supplest, creating binders and consumable training guides	Year One: \$92.95	
Building a common curriculum require basic materials for both training and preparation	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year Two: \$3,743.75	
		Year Three: \$2,743.75	
		Year Four: \$2,743.75	
Furniture Supplies		Total Cost: \$8,500.00	
Includes tables and chairs to enhance the ability for professional development, as well as interaction with students and other school personnel.	The estimated costs for furniture supplies was calculated by vendor review and quote.	Year One: \$0.00	
		Year Two: \$8,500.00	

		Year Three: \$0.00	
		Year Four: \$0.00	
Books for classroom instruction - supplemental reading materials	Books to instruct students	Total Cost: \$5,000.00	
Books to be used as supplemental instructional materials	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One: \$0.00	
Serve as reference		Year Two: \$3,000.00	
		Year Three: \$1,000.00	
		Year Four: \$1,000.00	
Books for professional development			
Books for professional development and training	Estimated at \$1,000 a year	Total Cost: \$5,253.27	
Books include mapping and assessment development process	The estimated costs for the instructional supply items were calculated by reviewing items that were purchased through the EVMS implementation project	Year One: \$253.27	
		Year Two: \$3,000.00	
		Year Three: \$1,000.00	
		Year Four: \$1,000.00	
Laser Printer			
Laser jet printer to use to support the project	2 printers will be purchased in year one at an estimated \$300	Total Cost: \$14.00	
Document preparation	The cost were estimated by our technology vendor	Year One: \$14.00	
		Year Two: \$0.00	
		Year Three: \$0.00	
		Year Four: \$0.00	
6. Contractual			
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.			
NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.			
a. The products to be acquired and/or the professional services to be provided b. Purpose of acquisition	a. The estimated cost per expected procurement b. For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award c. For any meeting or logistics support, identify anticipated locations and approximate rates d. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
7. Training Stipends			
Explain what training is needed, and the purpose and relation to the project.			
NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).			
a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost	
Add more rows as needed			
8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
a. Other items by major type or category (e.g. , communications, printing, postage, equipment rental) b. Purpose of expenditures	a. The cost per item (e.g., printing = \$500, postage = \$750) b. Any additional basis for cost estimates or computations	Cost	
Transportation using busses to take student who attend CHS and participate in the afterschool program home after the program is finished for the day	The route used to transport the students is approx. 39 miles per day, the cost per mile is \$5.00 = \$195.00 per day x 100 days = \$19,500.00 x 4 years = \$78,000.00 cost per year	Total Cost: \$16,436.82	
		Year One: \$0.00	
		Year Two: \$5,478.94	
		Year Three: \$5,478.94	
		Year Four: \$5,478.94	
Add more rows as needed			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	\$1,259,033.77	
10. Total Indirect Costs			
Identify and apply the indirect cost rate.			
a. Identify and apply the indirect cost rate	a. Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	Cost	
Add more rows as needed		\$34,739.78	
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	\$1,293,773.55	
12. Funds from other sources used to support the project			



Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)			
a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	Cost	
Add more rows as needed			
13. Total Budget			
Sum lines 11-12.			
n/a	n/a	\$1,293,773.55	
Add more rows as needed			

Grantee Name: Carson City School District			
Project Name: District- Wide			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.			
a. The title of the position to be compensated under this project b. The role/responsibility of that position c. Why the position is necessary to implement the project	a. The salary of the position b. The number of employees c. The amount of time (hours, percent full-time-employee, months, etc.) to be expended d. Any additional basis for cost estimates or computations	Cost	
Classified Full time School to Career Paraprofessionals	\$22,754.28 per full time employee	Total Cost: \$289,130.62	
•Each paraprofessional will be supervised by the CCTSA and will be responsible to align students to the school to work or internship opportunities identified in this project	Will work 8 hours per day, 261 days a year for 3.5 years	Year One: \$5,150.92	
•These positions are necessary to the implementation project because of the number of students who need to be placed in community job shadow programs	•During year 1 the Paraprofessionals will work half he year. Each year the salary will increase in order to cover contracted agreements.	Year Two: \$90,972.48	
		Year Three: \$94,611.38	
		Year Four: \$98,395.84	
Administrator on Special Assignment			
The AOSA will be the admin. Who will be facilitating the project for the district	\$90,000 per full time employee per year	Total Cost: \$327,991.12	
The position is housed at the district level and this admin. Will facilitate the project development at each site	The AOSA will work 8 hours a day, 220 days per year	Year One: \$41,992.22	
The district does not have the capacity with its current district office staff to fully support this project. The AOSA will report to the Associate Superintendent of Education Services	During year 1 the employee will only work for half the year. After that the cost is calculated with an increase in base salary, per contract	Year Two: \$91,619.33	
		Year Three: \$95,284.10	
		Year Four: \$99,095.47	
Certified Long-Term Substitutes		Total Cost: \$1,110,763.56	
Substitutes for curriculum and assessment design will cover classrooms as training is completed by regular teachers. Subs will be handled at district level to ensure proper placement at all four school sites.		Year One: \$0.00	
		Year Two: \$471,576.56	
		Year Three: \$454,953.26	
		Year Four: \$184,233.74	
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			
• The title of the position to be compensated with fringe benefits under this project	a. The fringe benefit percentages for all personnel in the project b. The basis for cost estimates or computations	Cost	
Classified Full time School to Career Paraprofessionals	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	Total Cost: \$220,499.79	
	Benefits are calculated based on the salary of the position	Year One: \$2,309.91	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$69,896.81	
		Year Three: \$72,692.68	
		Year Four: \$75,600.39	
Administrator on Special Assignment	Total benefits rate of 26.24% with a fixed insurance rate of \$9,300.00 and a fixed PRIS rate of \$1,715.52	Total Cost: \$142,050.58	
	Benefits are calculated based on the salary of the position	Year One: \$15,280.34	
	Year 1 is calculated at 50% and the remainder of the years include a slight increase	Year Two: \$40,610.66	
		Year Three: \$42,235.09	
		Year Four: \$43,924.49	
3. Travel:			

Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
a. A description of the travel b. The parties that will engage in the travel c. Purpose of travel	a. An estimate of the number of trips b. An estimate of transportation and/or subsistence costs for each trip c. Any additional basis for cost estimates or computations	Cost	
Travel will include one national conference I/E Assessment Training Institute	Select staff members from each site will attend the National Race to the Top Conference each year	<b>Total Cost:</b> <b>\$64,698.60</b>	
Purpose of travel: Training on school wide and classroom assessment practice		Year One:     \$4,698.60	
This work aligns with the development and scoring of the common unit assessments		Year Two:     \$20,000.00	
		Year Three:    \$20,000.00	
		Year Four:     \$20,000.00	

4. Equipment			
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.			
a. The type of equipment to be purchased b. Purpose of purchase	a. The estimated unit cost for each item to be purchased b. The number of units being purchased. c. The definition of equipment used by the applicant d. Any additional basis for cost estimates or computations	Cost	
<i>Add more rows as needed</i>			

5. Supplies			
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.			
a. The supplies being purchased b. Purpose of purchase	a. An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) b. The basis for cost estimates or computations	Cost	
<b>Information Technology Equipment</b>		<b>Total Cost:</b> <b>\$152,443.04</b>	
Laptop computers for AOSA	Laptop, printer and tablet will be purchased the first year only	Year One:     \$2,443.04	
Provides the staff members the technology to work at their desk as well as use it for meetings and teacher observations	Laptop cost \$2,000, printer is \$300, and tablet \$500	Year Two:     \$150,000.00	
		Year Three:    \$0.00	
		Year Four:     \$0.00	
<b>General Supplies instructional materials</b>			
Including basic supplies for day to day work in the office.	Estimated at \$1,000 per year	<b>Total Cost:</b> <b>\$9,351.54</b>	
Includes binders, paper, pens, highlighters, etc.		Year One:     \$351.54	
		Year Two:     \$7,000.00	
		Year Three:    \$1,000.00	
		Year Four:     \$1,000.00	

6. Contractual			
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.			
<b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.			
a. The products to be acquired and/or the professional services to be provided b. Purpose of acquisition	a. The estimated cost per expected procurement b. For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award c. For any meeting or logistics support, identify anticipated locations and approximate rates d. Any additional basis for cost estimates or computations	Cost	
<b>Contract for District Wide Student Data System</b>		<b>Total Cost:</b> <b>\$250,000.20</b>	
This includes electronic portfolio cost and student data system		Year One:     \$0.00	
This will be an upgrade or continuation of the Apperson data system described throughout the application		Year Two:     \$150,000.00	
This also includes the cost of set-up and maintenance for the life of the grant		Year Three:    \$50,000.10	
		Year Four:     \$50,000.10	

7. Training Stipends			
Explain what training is needed, and the purpose and relation to the project.			
<b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).			
a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost	
<i>Add more rows as needed</i>			

8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
a. Other items by major type or category (e.g. , communications, printing, postage, equipment rental) b. Purpose of expenditures	a. The cost per item (e.g., printing = \$500, postage = \$750) b. Any additional basis for cost estimates or computations	Cost	
Add more rows as needed			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	\$2,566,929.05	
10. Total Indirect Costs			
Identify and apply the indirect cost rate.			
a. Identify and apply the indirect cost rate	a. Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	Cost	
Add more rows as needed		\$22,353.77	
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	\$2,589,282.82	
12. Funds from other sources used to support the project			
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)			
a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	Cost	
Add more rows as needed		\$1,200,000.00	
13. Total Budget			
Sum lines 11-12.			
n/a	n/a	\$2,589,282.82	

Carson City School District - RTT-D Desired Results Table - Competitive Preference Priority		
Population Group	Type of Result (e.g., educational or family and community)	Desired Results
Middle School All Students – School to Career Area	School to Career	Every middle school student experiences at least one school to career job site or on campus experience that will spark excitement and build a desire to begin pursuing other related options –
High School – School to Career Area	Education: CTE unit/post course exams, CTE Course completion exams,  Community: Complete job shadowing opportunities	Every high school student will experience at least one school to career job shadowing opportunity that will allow them to participate in a relatively in depth view of the career pathway that they have chosen
Middle School Afterschool program	Educational – Unit remediation results  Community – arts, life skills, recreation	Students will have access to community academic support systems as well as enrichment opportunities. Many students of poverty have limited academic and community resource capital; these opportunities will expand these opportunities’ for all students.
High School Afterschool program	Educational – Unit remediation results  Community – arts, life skills, recreation	Students will have access to community academic support systems as well as enrichment opportunities. Many students of poverty have limited academic and community resource capital; these opportunities will expand these opportunities’ for all students.

		Baseline((s)		Target				
Performance Measure	Applicable Population	SY 2010-11	SY 011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-16	SY 2016 - 2017 Post- Grant
<b>Job Shadowing</b>  <b>High School</b> School to Career Every High School Student participates in a job shadowing or internship program	All participating students	NA	NA	20%	50%	100%	100%	100%
	Alaskan/Native American	NA	NA	20%	50%	100%	100%	100%
	Asian	NA	NA	20%	50%	100%	100%	100%
	Hispanic / Latino	NA	NA	20%	50%	100%	100%	100%
	Black African American	NA	NA	20%	50%	100%	100%	100%
	Whiter/ Caucasian	NA	NA	20%	50%	100%	100%	100%
	Two or more Races	NA	NA	20%	50%	100%	100%	100%
	Pacific Islander	NA	NA	20%	50%	100%	100%	100%
	Asian/Pacific Islander	NA	NA	20%	50%	100%	100%	100%
	IEP	NA	NA	20%	50%	100%	100%	100%
	LEP	NA	NA	20%	50%	100%	100%	100%
	FRL	NA	NA	20%	50%	100%	100%	100%

NA - Not previously measured

\* In year one of project implementation 20% of the Senior class would have participated in a job shadowing experience

\* In year two of the project 50 % of the senior Class would have participated in a job shadowing experience

\* In year three of the project 100% of the senior class would have participated in a job shadowing experience

		Baseline((s)		Target				
Performance Measure	Applicable Population	SY 2010-11	SY 011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-16	SY 2016 - 2017 Post- Grant
<b>Post Unit Exam's CTE</b>  <b>High School</b> Eighty percent or more of students reach mastery on Post unit exam in each of the CTE courses.	All participating students	NA	NA	NA *	80%	80%	80%	80%
	Alaskan/Native American	NA	NA	NA *	80%	80%	80%	80%
	Asian	NA	NA	NA *	80%	80%	80%	80%
	Hispanic / Latino	NA	NA	NA *	80%	80%	80%	80%
	Black African American	NA	NA	NA *	80%	80%	80%	80%
	Whiter/ Caucasian	NA	NA	NA *	80%	80%	80%	80%
	Two or more Races	NA	NA	NA *	80%	80%	80%	80%
	Pacific Islander	NA	NA	NA *	80%	80%	80%	80%
	Asian/Pacific Islander	NA	NA	NA *	80%	80%	80%	80%
	IEP	NA	NA	NA *	80%	80%	80%	80%
	LEP	NA	NA	NA *	80%	80%	80%	80%
	FRL	NA	NA	NA *	80%	80%	80%	80%

NA - Not previously measured

NA\* - Assessments being developed during the 2012-2013 school year

		Baseline((s)		Target				
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Performance Measure	Applicable Population	SY 2010-11	SY 011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-16	SY 2016 - 2017 Post- Grant
<b>Career Fair - Job Shadow</b>  <b>Middle School</b> Every middle school student participates in a job shadowing experience or career fair opportunity (Table addresses exiting eight graders)	All participating students	NA	NA	50%	95%	100%	100%	100%
	Alaskan/Native American	NA	NA	50%	95%	100%	100%	100%
	Asian	NA	NA	50%	95%	100%	100%	100%
	Hispanic / Latino	NA	NA	50%	95%	100%	100%	100%
	Black African American	NA	NA	50%	95%	100%	100%	100%
	Whiter/ Caucasian	NA	NA	50%	95%	100%	100%	100%
	Two or more Races	NA	NA	50%	95%	100%	100%	100%
	Pacific Islander	NA	NA	50%	95%	100%	100%	100%
	Asian/Pacific Islander	NA	NA	50%	95%	100%	100%	100%
	IEP	NA	NA	50%	95%	100%	100%	100%
	LEP	NA	NA	50%	95%	100%	100%	100%
	FRL	NA	NA	50%	95%	100%	100%	100%

NA - Not previously measured

Performance Measure	Applicable Population	Baseline((s)		Target				
		SY 2010-11	SY 011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-16	SY 2016 - 2017 Post- Grant
<b>After School Program</b>  <b>High School and Middle School</b> 90% of students who are placed in the intervention program are able to reach mastery in targeted area	All participating students	NA	NA	NA*	70%	80%	90%	90%
	Alaskan/Native American	NA	NA	NA*	70%	80%	90%	90%
	Asian	NA	NA	NA*	70%	80%	90%	90%
	Hispanic / Latino	NA	NA	NA*	70%	80%	90%	90%
	Black African American	NA	NA	NA*	70%	80%	90%	90%
	Whiter/ Caucasian	NA	NA	NA*	70%	80%	90%	90%
	Two or more Races	NA	NA	NA*	70%	80%	90%	90%
	Pacific Islander	NA	NA	NA*	70%	80%	90%	90%
	Asian/Pacific Islander	NA	NA	NA*	70%	80%	90%	90%
	IEP	NA	NA	NA*	70%	80%	90%	90%
	LEP	NA	NA	NA*	70%	80%	90%	90%
	FRL	NA	NA	NA*	70%	80%	90%	90%

NA - Not previously measured

NA\* - Interventions connected to post unit assessments which are under development during the 2012-2013 school year

Performance Measure	Applicable Population	Baseline((s)		Target				
		SY 2010-11	SY 011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-16	SY 2016 - 2017 Post- Grant
<b>After School Program - Survey</b>  <b>High School and Middle School</b> 75% of students who are surveyed or participate in	All participating students	NA	NA	60%	75%	80%	85%	90%
	Alaskan/Native American	NA	NA	60%	75%	80%	85%	90%
	Asian	NA	NA	60%	75%	80%	85%	90%
	Hispanic / Latino	NA	NA	60%	75%	80%	85%	90%

a focus group report that the homework support made a significant difference on their ability to meet expectations	Black African American	NA	NA	60%	75%	80%	85%	90%
	Whiter/ Caucasian	NA	NA	60%	75%	80%	85%	90%
	Two or more Races	NA	NA	60%	75%	80%	85%	90%
	Pacific Islander	NA	NA	60%	75%	80%	85%	90%
	Asian/Pacific Islander	NA	NA	60%	75%	80%	85%	90%
	IEP	NA	NA	60%	75%	80%	85%	90%
	LEP	NA	NA	60%	75%	80%	85%	90%
	FRL	NA	NA	60%	75%	80%	85%	90%

NA - Not previously measured

Performance Measure	Applicable Population	Baseline((s)		Target				
		SY 2010-11	SY 011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-16	SY 2016 - 2017 Post- Grant
<b>After School Program - Survey</b>  <b>High School and Middle School</b> Enrichment opportunities provided to students are highly attended and students report the effective of the experience positively	All participating students	NA	NA	60%	75%	80%	85%	90%
	Alaskan/Native American	NA	NA	60%	75%	80%	85%	90%
	Asian	NA	NA	60%	75%	80%	85%	90%
	Hispanic / Latino	NA	NA	60%	75%	80%	85%	90%
	Black African American	NA	NA	60%	75%	80%	85%	90%
	Whiter/ Caucasian	NA	NA	60%	75%	80%	85%	90%
	Two or more Races	NA	NA	60%	75%	80%	85%	90%
	Pacific Islander	NA	NA	60%	75%	80%	85%	90%
	Asian/Pacific Islander	NA	NA	60%	75%	80%	85%	90%
	IEP	NA	NA	60%	75%	80%	85%	90%
	LEP	NA	NA	60%	75%	80%	85%	90%
	FRL	NA	NA	60%	75%	80%	85%	90%

NA - Not previously measured